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This Week in The Chronicle

April 29, 1992

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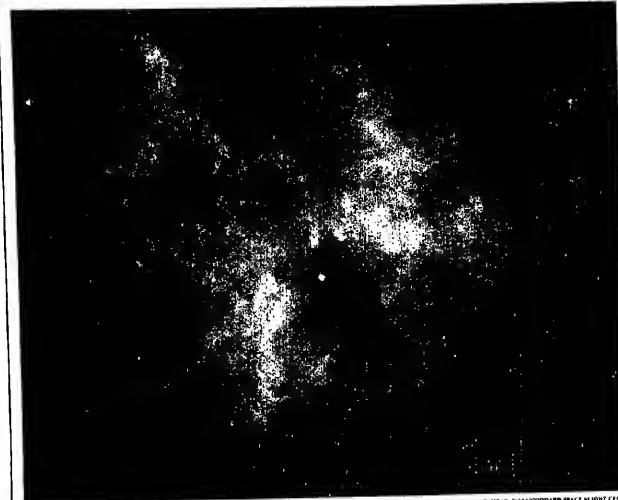
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Drawings in a collection at the U. of Oklahoma portray lives and rituals through photographs—simple images of people, animals, weapons, and totems: B5

'Yellow Kid' drawings are uncovered at Syracuse U.: A5

MARGINALIA

The newsletter of the University of Connecticut chapter of the American Association of University Professors quotes a candidate for chapter president:

"During the present crisis our chapter must descend the interest of all belonging unit members and uphold UConn's reputation. . . . You're sure that's the way to do it?"

Headline in *The Daily Egyptian*, the student newspaper at Southern Illinois University:

DINNER CONCERTS
TO FEATURE FOOD
OF LAST 15 YEARS
We hate leftovers.

Memorandum from a dean of the University of South Carolina at Columbia:

"The wrong January 9, 1992, report from the College Curriculum Committee was enclosed with the agenda. Please replace the attached report concerning cultural awareness requirement in lieu of the other January 9, 1992, memorandum."

"We apologize for the inadvertent mistake."
As opposed to the purposeful kind?

We've mislaid the source of the flir from which this message was gleaned:

HELP US TO
END SUFRAGE
JOIN
AMNESTY
INT.

Notice in *The Green Sheet*, a newsletter at the College of DuPage:

"The Inservice Development for Administrators Committee, in conjunction with Health Services, will offer training in CPR (cardiopulmonary resuscitation), the Heimlich maneuver, rescue breathing and the unconscious choking victim. . . ."

"Each participant will be issued his or her own individual mouth pieces and lungs."
They'll come in handy.

From the Florida State University's *Florida Flambeau*:

"The ACC's top-five teams (Duke, Florida State, North Carolina, Georgia Tech and Virginia) can boast of conference records at or above 500—a mark that virtually assures invitations to the NCAA Tournament. So the automatic bid that goes with a victory this weekend will likely go to a squad that's already been assured a birth."

"But as they say, anything can happen."

That's enough. —C.O.

In Brief

Rutgers faces suit over privacy issue

TRENTON, N.J.—Six current and former students sued Rutgers University in federal court last week, claiming that the institution violates students' privacy rights by misusing their Social Security numbers.

The students contend that the university collects lists of Social Security numbers without informing students that they don't have to disclose them. The suit claims that the university's practice is illegal under the federal Privacy Act of 1974. The students claim that the university has been careless in distributing the numbers, allowing them to be used on class rosters.

The suit, which is scheduled for a hearing next month, asks the court to bar the university from further use of the numbers. A university spokesman said Rutgers was concerned about safeguarding the numbers, but did not consider itself a government agency subject to the privacy act.



Abortion foes design 'place of mourning'

CINCINNATI—A student organization at the University of Cincinnati that opposes abortion erected 2,200 crosses and Stars of David on the campus to symbolize one-half of the number of abortions it

says are performed in the U.S. each day. Jackie Hough, president of Students for Life, said that the display was intended to "create an awareness" of the issue and be "a place of mourning, not

a place of protest." A minority spokesman said about 35 faculty members had registered their approval, and an equal number of area residents had telephoned to express support.

Steel-bridge contest tests student engineers

ROLLA, MO.—Civil-engineering students from six Midwest universities competed at the University of Missouri's campus here in a contest to design and build the best model steel bridge.

Teams of up to six undergraduates and graduates from each institution spent several months developing plans and constructing models. The 20-foot bridges were judged for their strength, weight, construction cost, and other factors.

David Vollenweider (right), a senior at the University of Missouri, helped assemble the bridge that proved to be the winning design.



The event was sponsored by the American Society of Civil Engineers and the American Institute of Steel Construction.

DePaul U. moves classes after flood

CHICAGO—DePaul University moved classes for about half of its students to a downtown building after two of the university's classroom buildings were closed be-

cause of the city's underground flood.

The move affected about 1,500 students in business, law, and the liberal arts. It is unclear whether the institution will be able to move classes back to the main campus by the end of the academic year in June.

Correction

Because of incorrect information supplied by the U.S. Department of Education, a table showing 1990 enrollment figures for the University of Michigan at Flint (*The Chronicle*, March 18) also included data for the university's Dearborn campus. At Dearborn, total enrollment was 7,684, and the distribution by race was as follows: American Indian, 0.6

per cent; Asian, 3.4 per cent; black, 6.5 per cent; Hispanic, 1.0 per cent; white, 86.5 per cent. At Flint, enrollment was 20,000 and the distribution by race was as follows: American Indian, 0.1 per cent; Asian, 1.1 per cent; black, 7.5 per cent; Hispanic, 1.0 per cent; white, 89.9 per cent. Foreign, 0.0 per cent.

"Yellow Kid" comic uncovered at Syracuse U.

SYRACUSE, N.Y.—Syracuse University's Bird Library has made a rare find of the comic kind.

While indexing library materials, a staff member found 11 original

253 students arrested in a sit-in at Brown U.

PROVIDENCE, R.I.—Police arrested 253 Brown University students last week after they occupied the campus administration building to demand that the university adopt an admissions policy that does not consider students' ability to pay.

The students were charged with five state misdemeanors, which carry penalties of up to \$500 or six months in jail or both, according to Robert A. Reichey, executive vice-president of the university.

Brown rejects some students for admission because of their inability to afford its \$23,000 fee. The protesters said the university should raise more money for financial aid.

nal drawings of what is believed to be the first recurring comic-strip character in America, "The Yellow Kid." The drawings were part of a collection of books and magazines donated to Syracuse in the late 1960's, but they had been overlooked.

Drawn by Richard Felton Outcault, the character's prototype first appeared in 1895 in the newspaper cartoon "At the Circus in Hogan's Alley." But after a newspaper tested a new yellow ink on the bald, beady-eyed character's nightshirt, he became known as "The Yellow Kid" (below). In 1897, the character was featured in a comic book recognized by historians as the first ever.



THE YELLOW KID. FIRST COMIC STRIP. BY RICHARD FULTON. 1895. SYRACUSE U.



Students protest road through forest

NORFOLK, VA.—Protesters at Virginia Wesleyan College have delayed the construction of a new campus road that opponents say will damage a 100-year-old forest.

As many as 60 students and the intended work site of construction crews who were to begin building the road last week. The construction was postponed for at least a day.

The road is to be part of a complex of three residence halls and a parking lot. It would cut through a 1.6-acre swath of a 12-acre forest of beech trees. Above, Krista McDonough, president of the Student Ecological Awareness League, walks through the forest.

A college spokesman said the site was the "least offensive" area for the road. He noted that the trustees had earlier agreed to move a proposed maintenance area from its original location in the middle of the forest.

PORTRAIT

Airline Watchdog Is Fly-By-Night (and Day) Scholar



Brent D. Bowen. "We're not trying to get across that particular airlines are not as good as others, but that there are measurable differences."

By JACK GOODMAN

It has taken Brent D. Bowen six hours longer than he expected to fly from Wichita to Washington. First his flight was rerouted due to fog. Later an airline agent treated him rudely and suspected him of lying to get a first-class seat.

For most people a similar experience would be a nightmare best forgotten. But for Mr. Bowen, an assistant professor of business at Wichita State University, it is his field work. Mr. Bowen is director of the Center for Aviation Management Research at Wichita's National Institute for Aviation Research.

"It's a perfect example of why you have to give quality service," he says. "You don't know who you're going to upset."

In this case, United Airlines upset a man who has spent the last four years studying the aviation industry and developing an index of the quality of service provided by the major American carriers.

Were It Not for His Eyesight . . .

Mr. Bowen's interest in aviation runs deep. He once ran a flight-instruction company and is licensed to fly just about anything with wings—from a two-seater to a commercial jet. If it weren't for his 20/200 vision, he might be flying for an airline, not analyzing its performance.

Although he has been forced to trade his leather pilot's jacket for a standard-issue "bino" blazer, Mr. Bowen will wear aviator glasses and keeps his wings—a membership pin from the aviation fraternity, Alpha Eta Rho—on his lapel.

He recently came to Washington to announce the release of this year's Airline Quality Rating and to chair, along with two of his colleagues, the first annual International Forum on Airline Quality.

The idea for the AQAR, as it is known, came from David S. Webster, one of Mr. Bowen's Ph.D. advisors, and an education professor at Oklahoma State University. In 1988, Mr. Webster published *Academic Quality Rankings of American Colleges and Universities*, in

which he concluded that, as Churchill said about democracy, "quality rankings are the worst device for comparing the quality of American colleges and universities, except for all the others."

"World's Air Capital"

Wichita State applies the concept to aviation. Although Wichita is not an international transportation hub, it calls itself the "air capital of the world," partly because it serves as the home of the Beech, Cessna, and Learjet corporations, as well as a Boeing factory. Over 50 per cent of the world's general aviation aircraft roll out of those plants.

The university has taken advantage of that situation to draw federal, state, and corporate money to the National Institute for Aviation Research. The facility was completed in 1990 through a combination of \$8-million in Congressional earmarks and contributions from the local aviation industry. The institute does not, however, receive money from airlines.

The institute employs about 20 full-time researchers as well as about 35 graduate research assistants in the fields of aviation management, safety research, basic and applied research, and technology development. It also offers joint appointments to about 60 faculty members at the university.

The AQAR, Mr. Bowen says, helps consumers choose better carriers and helps airlines understand what they need to do to improve their ratings. Indeed, in spite of his less-than-pleasant experience on United, Mr. Bowen tries to play down the negative publicity the ranking brings to low-scoring airlines.

"We're not trying to get across that particular airlines are not as good as others, but that there are measurable differences," he says.

The AQAR, now in its second year, is based on a weighted average of 19 factors that Mr. Bowen, along with associates Dean E. Heedley and Jacqueline R. Lucille, think is a relatively accurate measurement of the quality of service airlines offer.

All the data for the ratings come from published sources, many of them from the Department of Transportation, and no use is made of consumer opinion polls.

The factors that make up the AQAR range from on-time performance and number of accidents, which are weighted most heavily, to the average age of the airline's fleet and the financial stability of the company.

The biggest criticism of the AQAR is that the weight assigned to each of the 19 factors is, as the report states, the result of a survey of 65 "airline industry experts" who gave their opinions of "what consumers would rate as important."

"It's admirable that they're trying to make it non-biased, but it's still subjective to put a weight on each of the 19 categories," says Michael Mitchell, a public-relations representative for America West.

American in the Lead

Christopher Witkowski, the director of the Aviation Consumer Action Project, which is affiliated with the lobbying group Public Citizen, says the AQAR "is a great idea," but that government data are "not quite accurate or reliable" because many consumers only register complaints with a specific airline, not with the government.

Still, the release of the AQAR generated considerable publicity this year. Hundreds of newspapers ran articles. Airlines that scored well took out full-page ads to boost their rankings. Mr. Bowen says the publicity "helped us become an authority in the airline industry."

This year, like last year, the airline with the highest rating was American. United came in fourth, after Southwest and Delta. Trans World Airlines was at the bottom of the ranking of the nine carriers.

With the conference over, United got another chance to redeem itself. But various delays cause the flight to miss their connecting flight in Chicago and arrive home four hours later than planned. "It was quite an ordeal," Mr. Bowen says. "I really licked us off."

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WHY YOU SHOULD START PLANNING FOR RETIREMENT WITH YOUR EYES CLOSED.

For retirement to be the time of your life, you have to dream a little — about the things you've always wanted to do: travel, explore, start a business. Just imagine...

With a dream and a plan, you can make it happen. Your pension and Social Security benefits should provide a good basic retirement income, but what about all those extras that make your dreams possible? You'll probably need some additional savings.



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Public Relations

Two out of three thumbs are up for Oliver Stone's "JFK" in the new issue of "The American Historical Review."

Out just last week, the journal offers three scholars' assessments of one of the most controversial films of 1991, looking at the movie as a cultural text, at the questions it raises about the assassination, and at its success as a depiction of history. "Contrary to what some would like to believe, it is surprisingly accurate," writes Marcus Raskin, a founder of the Institute for Policy Studies in Washington and a member of the staff of President Kennedy's National Security Council. "On the complex question of the Kennedy assassination itself, the film holds its own against the Warren Commission."

"Whatever its flaws," writes Robert A. Rosenstone, a professor of history at the California Institute of Technology who has taken part in the production of several historical films, "JFK has to be among the most important works of American history ever in print on the screen."

The third thumb is neither up nor down, but in some neutral territory—Siskel and Ebert will allow such a category. Michael Rogin, a professor of political science at the University of California at Berkeley who is doing research on racial cross-dressing and ethnic assimilation in films, says JFK stands at the confluence of two developments that came together with the election of Ronald Reagan to the White House: "the confluence of politics and conspiracy, and the confusion between politics and the fiction-making visual media."

He could float like a butterfly and sting like a bee. He also challenged American conceptions about black men since he first raised his gloves in victory inside the boxing ring.

Muhammad Ali is a pivotal figure in 20th-century American history, according to Elliott J. Gorn, an associate professor of history at Miami University of Ohio. This month Mr. Gorn and 12 scholars reviewed Ali's career, his politics, and the role of boxing in the American psyche. The symposium, "Muhammad Ali and American Culture," brought historians, religion scholars, and physical educators to the Miami campus.

All himself showed up and listened to the papers, quietly chatting with presenters during the conference.

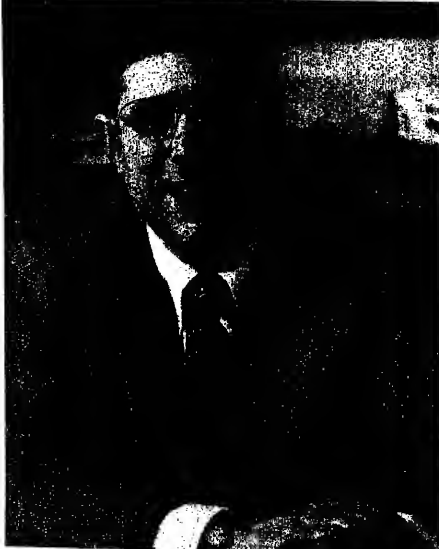
Mr. Gorn said the boxer's refusal to go to Vietnam when drafted and his highly publicized conversion to the Nation of Islam were politically inspiring to a young generation of black Americans. "If you're interested in the history of popular culture and trying to understand the 1950's and 70's, he is a critical person," said Mr. Gorn.

Next year, Duke University Press is scheduled to publish a collection of papers from the conference.

Scholarship



Marianne Zorza, who accused a colleague at the U. of Michigan of plagiarism. "The secret nature of the process generates a greater likelihood for a cover up."



Nicholas H. Steneck, head of federal fraud panel: "Most academics approach fraud cases and think their reputation is at stake and want to keep it private initially."

Scientists Debate Traditional Secrecy of Fraud Hearings

Dispute prompts new questions about airing of investigations

Continued From Page A1
and protect the rights of those involved in fraud investigations, some say, might be held open hearings.

"Most of these cases involve extremely important issues of public policy and large sums of money, and should be public," says Leonard Minsky, executive director of the National Coalition for Universities in the Public Interest. "When there's a review of basic science and not applied science, then you might have a case in closed proceedings for the sake of ethics and discretion."

A Call for Audits

Adil E. Shmoo, a professor of biological chemistry at the University of Maryland at Baltimore and the editor of the journal *Accountability in Research*, says the secrecy surrounding many investigations works against scientists who are under suspicion.

"If data audits and investigations became routine," says Mr. Shmoo, "it would remove the mystery and end the strictness of careers."

Mr. Shmoo believes that occasional public audits of original data by neutral third parties would prevent many scientific arguments from escalating into controversies over scientific fraud.

"Hinks are audited all the time, and most think presidents are not under a cloud of fraud and misconduct," Mr. Shmoo

"A whispering campaign starts almost immediately, and an investigation becomes a public event anyway. It seems it would be easier to have a public forum."

says. "Bark audits are over in a few days, but university misconduct investigations drag on and on."

Marianne Zorza, a whistle blower in a plagiarism case at the University of Michigan, says she is ambivalent about making university investigations public.

On one hand, she says, open hearings would allow outside observers to check the quality of university investigations.

But, she says, open hearings might make whistle blowers more reluctant to come forward with accusations. Federal investigative procedures and many universities allow whistle blowers to keep their identities secret to protect them from attacks by the accused scientists and their colleagues.

Ms. Zorza secretly taped the university proceedings in the case she was involved in by carrying a recorder under her arm. Taping conversations without permission from all the parties involved is illegal in Michigan.

Ms. Zorza has subsequently used the

tapes to sue the university for what she contends was a poor investigation.

"A whispering campaign starts almost immediately, and an investigation becomes a public event anyway," Ms. Zorza says of her experience. "It seems it would be easier to have a public forum where both people could state views and other people could hear the evidence and evaluate it."

Ms. Zorza says public hearings would allow outsiders to evaluate investigations. "As it is now," she says, "no one outside a small circle of administrators and committee members ever sees the evidence. The secret nature of the process generates a greater likelihood for a cover up."

Change Not Imminent

Few people familiar with attitudes toward science fraud believe that a sudden switch from confidentiality to openness is imminent. The federal government, for instance, is moving in the opposite direction.

The Public Health Service, which contains all the federal institutes that support biomedical and behavioral research, proposed last year to end the practice of listing in the *Federal Register* the names of scientists found guilty of research fraud. The agency is also trying to make it a crime for anyone to leak investigative documents to reporters or others not directly involved in an investigation.

People in touch with trends in fraud investigations doubt that university hearings will regularly be open to the public, at least in the near future. Nicholas H. Steneck, a professor of history at the University of Michigan who is chairman of the Advisory Committee on Scientific Integrity for the Public Health Service, says he believes open hearings would often be preferable, but he doesn't think that many scientists agree with him.

"I think what you have in the Needleman case," says Mr. Steneck, "is someone who has seen what happens when the process is private and doesn't work and doesn't want to go through that." But, he adds, "most academics approach fraud cases and think their reputation is at stake and want to keep it private initially."

Jerome L. Rosenberg, a research-integrity officer at the University of Pittsburgh, says that in most of the misconduct cases he is familiar with, the accused scientists have not even wanted their close colleagues to know that an investigation was under way.

Mixed Reviews in Pittsburgh

Mr. Rosenberg says the university's policies call for closed hearings in part to make it easier for whistle blowers and other witnesses to testify.

"This is a scientific peer review," he says. "Members of a panel can function more effectively if they don't have to deal with the distractions of the public and the media."

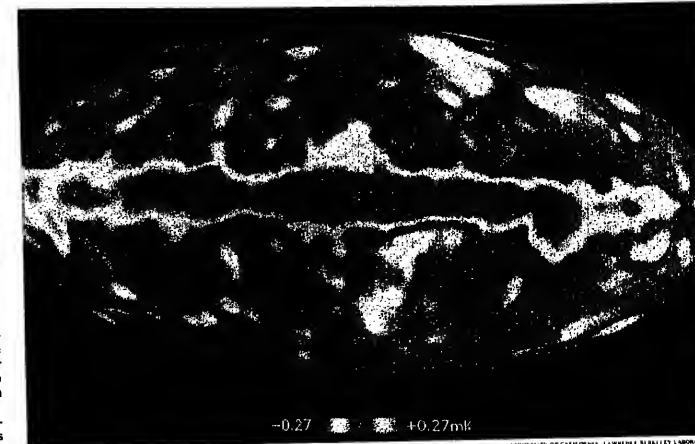
In Dr. Needleman's case, Mr. Rosenberg says, a vote by the faculty senate in support of an open hearing and the realization that much of the evidence and the allegations were already public persuaded the university to open this month's hearing.

The hearing itself has drawn mixed reviews. Dr. Needleman says he is glad he pushed for a public session.

"It was much better having it to the

Continued on Page A1

Discovery of Largest, Most Ancient Structures in Cosmos Said to Confirm 'Big Bang' Model of Universe's Creation



This map of the cosmos illustrates the minute temperature variations in the cosmic microwave background. Red shows regions that are warmer than average, while blue shows cooler areas.

By KIM A. McDONALD
WASHINGTON

A team of scientists has discovered the first evidence of primordial structures in the ancient fabric of the universe that, cosmologists believe, led to the development of the galaxies and clusters of galaxies that are present today.

The scientists, who announced their findings here last week at a meeting of the American Physical Society, said their data revealed minute temperature variations in the blanket of radiation left over from the "big bang," the massive explosion that is thought to have created the universe some 15 billion years ago.

The discovery of these ancient fluctuations came as a relief to cosmologists who long had had difficulty in explaining how the seemingly homogeneous fabric of the early universe had arranged itself into the clusters of galaxies and giant voids of space that are seen today.

"A lot of theorists were wondering if they should go out and hang themselves," said Philip F. Schewe, a physicist at the physical society. "This finding certainly vindicates their models."

"The Holy Grail Has Been Found"

Michael Turner, a professor of astronomy and astrophysics at the University of Chicago and one of the country's leading cosmologists, said the discovery was one of the most significant advances in astronomy.

"The Holy Grail has been found," he said. "It's that important. If this evidence holds up to scrutiny, it is what we've been looking for for 20 years. It confirms our ideas of how structures form."

The discovery was made after a painstaking computer analysis of more than 300 million measurements by the Cosmic Background Explorer, a satellite launched by the National Aeronautics and Space Administration in November 1989 specifically to measure the ancient microwave radiation from the big bang.

The team of scientists—which included researchers from the University of California at Berkeley, the University's Lawrence Berkeley Laboratory, and NASA's Goddard Space Flight Center in Greenbelt, Md.—compiled the data into maps of the universe that show fluctuations, or structures, in the cosmic background radiation on a scale 500 million light-years, or three billion trillion miles, across.

"15-Billion-Year-Old Fossils"

George F. Smoot, III, a research physicist at the Lawrence Berkeley Laboratory who headed the team, said the fluctuations were, in effect, "15-billion-year-old fossils" that were produced an instant after the big bang. By peering into the deepest regions of space, he said, the satellite was able to detect those structures as they existed 300,000 years after the big bang.

"We have observed what we think are the largest and most ancient structures in the universe," said Mr. Smoot.

He added that the temperature fluctuations within the ancient radiation are only about 30 millionths of a degree warmer or cooler than the rest of the microwave background, which is itself extremely cold—only 2.73 degrees centigrade above absolute zero. The fluctuations are so small, he said, they are like comparing a structure an inch tall to Mount Everest.

The size of the fluctuations discovered is also significant, because it agrees precisely with the predictions of a theory known as inflationary cosmology. That idea holds that the structure and behavior of the universe were determined by minute fluctuations that occurred when the universe was less than one-trillionth of a second old.

"These small variations are the imprints of tiny ripples in the fabric of space-time put there by the primordial explosion process," said Mr. Smoot. "Over billions of years, the smaller of these ripples have grown into galaxies, clusters of galaxies, and the great voids in space."

Scientists say the discovery also lends credence to the idea that much of the mass in the universe is made up of invisible particles, or "dark matter," that have so far eluded detection by astronomers.

Edward L. Wright, a professor of astronomy at the University of California at Los Angeles, said the fluctuations were too small to explain how the visible matter in the universe could condense by itself into the galaxies and clusters of galaxies that we see today. To move those structures using the force of gravity into the shape of the universe as astronomers know it, he explained, matter that is unaffected by light would be needed to form concentrations of mass that could attract visible matter.

"Ordinary matter is impeded because it interacts with light," he said.

Mr. Wright and others said the discovery also provided an important confirmation of the big-bang theory of how the universe was created.

"The results show that the big-bang model is alive and well," he said.

RESEARCH NOTES

- Researchers obtain first clear picture of hottest known star
- Soviet anti-Americanism traced to Russian 'nativist' writings
- Scientists discover genetic cause of some cases of diabetes

Using the Hubble Space Telescope, scientists have obtained the first clear picture of what they say is the hottest known star.

The star, located at the center of a star cluster known as NGC 2440 in the Milky Way galaxy, is estimated by the scientists to be burning at a temperature of at least 360,000 degrees Fahrenheit, some 33 times as hot as the sun.

The image of the star and the estimate of its temperature were among several recent discoveries from the space telescope that were revealed at a news conference last week at the National Aeronautics and Space Administration headquarters in Washington.

Sally Heap, an astrophysicist at NASA's Goddard Space Flight Center in Greenbelt, Md., who headed the team that obtained the image, said the star had long been hidden from astronomers because the nebula of gas that surrounds it obscured the star's light in views from ground-based telescopes.

By using the space telescope, she said, the scientists were able to get their first clear view of the star, enabling them to make the most accurate measurement to date of its temperature.

Ms. Heap said the star's extremely high temperature was due partly to the fact that it was near the end of its life span, having shed much of its mass in the form of its glowing nebula.

Such stars often undergo a short, extremely hot phase before they die.

Another team of scientists, headed by John Calzetti, an astronomer at Canada's York University, used the space telescope to produce the first ultraviolet images of Jupiter's unusual aurora.

Daniel W. Weedman, an astronomy professor at Pennsylvania State University, said Jupiter's aurora is not produced by particles from the sun interacting with the planet's magnetic field, as Earth's is, but by eruptions of particles from volcanoes on Jupiter's large moon, Io. —KIM A. McDONALD

Anti-American sentiment in the Soviet Union can be traced to a strong vein of "nativist" critiques of the United States in 19th-century Russian writings, a Brown University historian says.

Among the Russian intelligentsia of the mid-1800s, a group known as the "Slavophiles" propounded a view of the United States that provided a foil for their romantic vision of "Holy Russia," writes Abbott Gleason in the current (March) issue of *American Quarterly*. From their perspective, he says, where Russian society was Christian, communal, peaceful, and coherent, American society was secular, individualistic, violent, and fragmented.

The Slavophiles' prominence diminished somewhat after about 1860, but in later decades their

ideas found favor with conservative writers, the most important of whom was Fyodor Dostoevsky. In *The Brothers Karamazov*, for example, Dostoevsky links the idea of flight to America with evil, Mr. Gleason says.

The 19th century also saw the development in Russia of a radical leftist hostility to the United States that was different from the Slavophile and conservative critique but also drew on many of its ideas, Mr.

Gleason says. Where the conservative vision of Russian society was essentially religious, he says, the leftists saw Russia as a "peasant socialist utopia." By contrast, both camps saw the United States as profoundly individualistic.

Among the critics of America on the Russian left was the writer Maxim Gorky, who first visited the United States following the Revolution of 1905. Following that visit he described the United States in

several short pieces that reveal a fascination with America but also, Mr. Gleason says, a "frenzied hatred." In those writings, he adds, "the earlier vision of the Russian nationalists is wholly realized."

After 1917, Mr. Gleason notes, Gorky's writings were extremely influential among Soviet politicians. —EILEEN K. CONNOLLY

Researchers have found a genetic flaw that causes some cases of the most common form of diabetes.

The mutation causes Type II diabetes, which affects approximately one in ten Americans and is the most severe form of the disease. In particular, the mutation causes some cases of early-onset Type II diabetes, which appears in adolescence.

Type II diabetes usually strikes after age 40. —DAVID L. WHEELER

Other unidentified mutations on

that gene, as well as additional mutations on other genes, are believed to cause the disease.

Gregory L. Bell, professor of chemistry, molecular biology, and medicine at the University of Colorado and an investigator at the Howard Hughes Medical Institute, and scientists from the Center for the Study of Human Polymorphisms in Paris report the mutation's discovery in the April 25 issue of *Nature*.

The mutation causes Type II diabetes, which affects approximately one in ten Americans and is the most severe form of the disease. In particular, the mutation causes some cases of early-onset Type II diabetes, which appears in adolescence. Type II diabetes usually strikes after age 40. —DAVID L. WHEELER

Scholarship

Scholarship

Scientists Debate Secrecy of Fraud Investigations

Continued From Page A9

open," he says. "It enabled me to ask questions of my accusers and get them to confront their own accusations in public. They shrank from them."

Accusers Question View

His accusers—Claire B. Ernhart, a professor of psychiatry and reproductive biology at Case Western Reserve University, and Sandra Sear, a professor of psychology at the University of Virginia—do not agree with that assessment.

After receiving a report on Dr. Needleman's research from the two women last May, the Office of Scientific Integrity at the National

Institutes of Health asked the university to investigate it. The report did not charge that fraud had taken place. It did say that Dr. Needleman had failed to publish analyses of his data that did not support his hypothesis that low levels of lead can lower children's intelligence.

Ms. Sear says she sticks by that allegation, regardless of whether or not other analyses of Dr. Needleman's data or other research have confirmed his conclusion.

"Just because he's right," she says, "doesn't mean he didn't cheat."

Ms. Sear says she went to Pittsburgh for the hearing reluctantly after university administrators

"beggared" her in come so Dr. Needleman could confront his accusers.

What ensued was an unfortunate hybrid between scientific investigation and a judicial court proceeding," she says. "It had the worst qualities of both."

University Rejects Legal Aid

She and Ms. Ernhart asked for, but did not receive, assurances from the University of Pittsburgh that it would give them legal help, Dr. Needleman said them for what they said at the hearing.

Ms. Sear says the hearing gave reporters and other observers only a glimpse of all of the evidence in

the case. "It's being presented in the press as a court proceeding where the prosecution failed," she says, "but it was further fact gathering by an investigative panel."

Dr. Needleman says the lead industry is behind the effort at discrediting his research, which he says was carefully and honestly done.

Dr. Needleman expects to receive a report from the university panel in a few weeks. He says he is not sure that other scientists accused of misconduct should press for a public hearing. In his case, he says, the dispute involved three tenured professors who should have little to fear from a public fight.

"I wouldn't want to make a mile for other folks," he says.

New Body Proposed to Help Universities on Fraud Issues

WASHINGTON

A panel of the National Academy of Sciences has proposed an advisory board that could provide guidance to university administrators in developing guidelines on research integrity and investigating science fraud.

Frank Press, the academy's president, calling the recommendation "innovative," said he would make sure the idea is given further consideration. A broader consensus would be needed, he said, before such a board could be established.

The academy's report said the new Scientific Integrity Advisory Board could function with a small permanent staff and act as a clearinghouse for information on research fraud and efforts at improving integrity in science. The board would not get involved in individual cases but might write model research-fraud policies and case studies.

Phrase Questioned

The report was written by a 22-member panel composed chiefly of professors and university administrators. The chairman was Edward E. David, Jr., who served as a science adviser to President Nixon and is now the president of ESD Inc., a consulting company in Bedminster, N.J.

The panel said scientific misconduct should be defined strictly as fabrication, falsification, or plagiarism, and should not include the phrase "other serious deviations from accepted research practices."

That phrase is now used by both the National Science Foundation and the National Institutes of Health in their definitions of scientific misconduct.

The panel said it was concerned that allowing the "serious deviations" provision might lead to misconduct complaints against scientists who used novel or unorthodox methods.

Advice on the Curriculum

The panel also drew a sharp line between research misconduct and what it called "questionable research practices."

Such activities, the panel said, included quarrels over who should be credited as the author of a scientific paper, disputes over access to data, and the exploitation of research subordinates.

The panel said it did not condone such activities, but said they should not become the subject of investigations of scientific misconduct.

Universities that are trying to prevent research fraud and promote ethical behavior in science, the panel said, should not teach research ethics as a separate course but should integrate it in the entire scientific curriculum.

The panel's report, *Responsible Science: Ensuring the Integrity of the Research Process*, is available for \$27.95 from the National Academy Press at 2101 Constitution Avenue, N.W., Washington 20048.

—DAVID L. WHEELER

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The application deadline is October 1, 1992. For application materials write to: Fellowships Office, Woodrow Wilson Center, Washington, DC 20560.

Announces . . .

Baltic and East Central European Assistance Awards

Grants to assist graduate and upper division undergraduate students from Albania, Bulgaria, Czechoslovakia, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, and the former Yugoslav Republics, under guidelines outlined by the U.S. Information Agency (USIA) are available to U.S. colleges and universities. The grants are intended to support additional expenses of qualified students beginning their studies in the 1992-93 academic year, who have already been awarded substantial financial aid from the U.S. institution, but who have demonstrated further financial need. The USIA program for "top up" funds can be used for transportation, books, room, board, insurance, student fees, supplies, etc. Funds cannot be used for tuition. Students already in the U.S. are ineligible.

Students in the following fields are eligible: democratic institutions (education, journalism, natural sciences, social sciences, public policy, public administration and humanities - excluding the fine arts); economic restructuring (economics, business, management, law, banking, energy, small business development, marketing, trade and investment); and quality of life (health, medicine, computer science, environmental fields of public policy and public administration). Preference will be given to students in the institutions for one year, of \$3,000 - \$10,000 per student. Institutions must be prepared to disburse funds without an administrative charge to NAFSA or USIA.

Application deadline is June 5, 1992. Funding for this program is being provided by the USIA. Funds will be awarded subject to the availability of funding. For application and specific guidelines contact Gail A. Hochhaus, Director, Baltic/East Central European Assistance Awards Program, NAFSA, Association of International Educators, 1875 Connecticut Ave., NW, Suite 1000, Washington, DC 20006-3726.

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NEW SCHOLARLY BOOKS

Compiled by NINA C. AYUB
 The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

The Japanese Modern State, by Thomas C. Bruneau (Routledge: 236 pages; \$62.50). Explores the role of modernism in Japanese popular culture; considers, for example, the use of neorealist formulas to present, naming children, and formalizing.

ART AND ARCHITECTURE

Architects in the Community, by Marjorie C. Gendall (MIT Press: 416 pages; \$39.50). Discusses architecture in Denmark, Finland, Iceland, Norway, Sweden, and the faroese islands from prehistory to the 1970s.
Pittosness: Memo Societies, the Critics, and Their Critics, by Philip Smith (Cambridge University Press: 304 pages; \$34.95). A study of art critics' views on *pittosness*, a loose, slightly British technique championed by the Venetian art dealer, painter, and critic Boschini.

CLASSICAL STUDIES

Antiquarianism: City Planning and Administration, by O. P. Robinson (Routledge: 224 pages; \$35). Describes the system of antiquarianism that provided the legal framework for city administration in ancient Rome.

Play as Art and Society: The Elder Pliny's Chapter on the History of Art, by Jacob Isaac (Routledge: 236 pages; \$62.50). A study of the Roman scholar's chapters on metals, marble, painting, and gems in books 33 to 37 in his encyclopedic *Natural History*.

COMMUNICATIONS

Gender and Television: The American TV Radio, by Ronald Green (Greenwood Press: 236 pages; \$45). A history of the "Television Revolution" from 1929 to 1960, including discussion of its involvement in motion pictures and state politics.
Staying Inside: Gypsies and the Open City, by Susan Sontag (Routledge: 236 pages; \$62.50). A study of the Roma scholar's chapters on metals, marble, painting, and gems in books 33 to 37 in his encyclopedic *Natural History*.

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Bergin & Garvey Publishers, Greenwood Publishing Group, 85 Pine Road West, Westport, CT 06881.
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U. of South Carolina Press, Columbia, S.C. 29208.
U. of Texas Press, Box 7819, Austin, Tex. 78713.
U. of Wisconsin Press, 124 North Murray Street, Madison, Wis. 53715.
U. of Kentucky, 663 South Limestone Street, Lexington, Ky. 40508.

QART (Routledge: 316 pages; \$87.50). Considers factors that contribute to the success or failure of employee shareholding programs and profit-sharing schemes in terms of promoting worker motivation; draws on research from Denmark, Ireland, Sweden, and the United States.
A General Equilibrium Analysis of U.S. Foreign Trade Policy, by James P. Gleeason (U. of Texas Press: 304 pages; \$40). Textile, automobile, and steel have received the benefits of the tariff liberalization achieved in connection with the General Agreement on Tariffs and Trade talks.

Unilateralism in Economic Policy, by Aron Katsenelenbaum (Prager Publishers: 336 pages; \$65). Develops an analysis of different levels of economic development, international agreements, and the role of unilateralism in economic policy.

World Bank Planning of Economic Development, by James P. Gleeason (U. of Texas Press: 304 pages; \$40). Textile, automobile, and steel have received the benefits of the tariff liberalization achieved in connection with the General Agreement on Tariffs and Trade talks.

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Teaching is the highest form of understanding

— Aristotle

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Ensuring the future for those who shape it

Negotiations are under way at the State University of New York at Stony Brook to determine whether the philosophy department will be placed in academic "receivership."

Under receivership, the administration would name someone from outside the department to be its interim head.

Relations have been tense between the administration and some philosophy professors ever since administrators removed Doran C. Welton as department chairman last year. The conflict has pitted Mr. Welton and a majority of his colleagues against Patrick Heelan, dean of humanities and fine arts, who is supported by a small group of philosophy professors.

The dean says Mr. Welton failed to cooperate with the administration during the university's budget crisis and allowed the department's quality to slip.

Mr. Welton and his allies contend that the department is strong by most measures. The administration, they say, is interfering with the department's right to set its own academic and budget priorities.

Temper flared again after eight professors, including Mr. Welton, aired their grievances in a recent letter published in the *Journal of the American Philosophical Association*. A proposed alternative to receivership would create a committee of five professors to run the department temporarily.

Colleges and universities should stop pitting teaching against research and concentrate instead on creating an environment that is responsive to students' needs and professors' strengths.

So argues Leslie H. Cochran, provost of Southeast Missouri State University, in a new book called *Push or Perish: The Wrong Issue* (Sleep Up Inc.). He says he hopes the book will serve as a practical guide for institutions looking to better reward teaching.

The book examines the tensions that campuses face in defining their expectations of faculty members. It includes essays from Southeast Missouri professors who were asked to describe their teaching objectives and the ways in which they maintain and demonstrate professional competence. And it offers dozens of suggestions for improving the environment for teaching, many from *Administrative Commitment to Teaching*, an earlier book by Mr. Cochran.

Mr. Cochran, the president-elect of Youngstown State University, thinks the book might help campuses like his own, which aren't research institutions but have similar faculty-reward systems. Southeast Missouri recently adopted a program to which faculty members outline professional goals and then evaluate their progress. Copies of the 170-page book are available for \$25 from Sleep Up Inc., Two Spanish Street Court, Cape Girardeau, Mo. 63701.

Personal & Professional



Myra Dinnerstein, professor of women's studies at the U. of Arizona: There is no "old-girl network" in feminism. "It's not solidified. There are many strands."



Jean Bethke Elshtain, political-science professor at Vanderbilt U.: "On some campuses there has been a move to create a single voice for feminism."

Feminist Scholars Ask Whether Their Sparring Marks Healthy Debate or a Splintering 'Catfight'

Missing, many contend, is a focus on the concerns of women of all races, classes, and nationalities

By COURTNEY LEATHERMAN
Women in academe are feuding at conferences, sparring on campuses and in journals, and grabbing headlines as never before.

All in the name of feminism.

Camille Paglia, a professor at the University of the Arts in Philadelphia, has, on the lecture circuit and in her writing, accused feminist scholars of stifling academic debate on women's issues. In an op-ed piece for *The New York Times*, she defended Madonna as an ideal feminist while lambasting out at the "puritanism and suffocating ideology of American feminism, which is stuck in an adolescent whining mode."

Christine Hoff Sommers, a Clark University philosopher who was little known until recent months, has many feminist scholars in her discipline simmering. Ms. Sommers, a self-described "equity feminist" who favors full legal and economic rights for women, has attacked other feminists for what she says is their trendy scholarship, their paranoia, and their role as the "main engine for the PC movement."

Elizabeth Fox-Genovese, whose controversial book *Feminism Without Illusions: A Critique of Individualism* criticizes feminists for being elitist and overly individualist, recently resigned as director of Emory University's highly acclaimed women's-studies program. "I've heard stories circulate that I'm pro-life, anti-fem-

inism, anti-French feminist, and make people walk my dog," she said at the time. Others said the real story had less to do with Ms. Fox-Genovese's politics than with her management style. (She did not respond to requests for an interview for this article.)

Last year's annual meeting of the National Women's Studies Association was canceled because of a walkout by minority women at the previous year's meeting. The women balked at an agenda that they said largely excluded their concerns. "White women were acting like white men," explained Jacqueline Wade, a minority member who left the NWWSA to help organize a separate group for minority women.

Susan Faludi, a journalist who wrote the best seller *Backlash: The Undeclared War Against American Women*, is not an academic. But her book, which argues that the news media and society have held back the feminist movement, adopts ideas from feminist scholars and has added to the cur-

rent academic debate. It also reflects tensions that surround women's issues in American society.

Are these signs of a healthy and vigorous debate among feminists inside and outside the academy? Are they "catfights" among women who can't seem to agree on anything? Or are they examples of the news media's preoccupation with women at war among themselves—labeled a form of backlash?

Debates on Literature and Equality

Many feminist scholars say the skirmishes are nothing new. From the beginning, such scholars have debated academic and political issues ranging from how best to interpret literature to how to achieve equality. Those debates often have been divided along the lines of race, age, and sexual orientation.

What is new, the observers say, is the intensity, the publicity, and some of the players.

"Academic feminism has been splintered, fractured, divided, extremely divisive for quite some time," says a professor at a prestigious research institution who requests anonymity because she says she wants to avoid getting into the current fray. "The only thing academic feminists now have in common is opposition to Camille Paglia."

Not exactly. Miss Paglia has created a huge stir, but she does have some feminist

Continued on Following Page

"Academic feminism has been splintered, fractured, divided, extremely divisive for quite some time. The only thing academic feminists have in common is opposition to Camille Paglia."

Advertisement

The Learning Society: Libraries Without Books?

By Edmund R. Gifford, Ph.D.
Apple Computer, Inc.



I ended my lecture with a question: Given the power of electronic information retrieval, will our libraries become tomorrow's glass houses?

My answer is not likely. After all, we humans like to look at one another. We like to talk and share ideas. The library will still be a place for research and study, offering both individual computer workstations and conference rooms. It will still be a gathering place and a center for scholarly collaboration, with the librarian acting as a key player on any research team.

Moreover, libraries will continue to house and preserve both print and electronic materials for decades to come. Tomorrow's library will not be a library without walls. And for the foreseeable future, it will certainly not be a library without books.

That's probably not what you expected to hear from a specialist in educational technologies. But to appreciate the immense power and potential of electronic "knowledge management," we must also be realistic about its limits.

Some of the most important work we do in education involves grappling with meanings embedded in texts—meanings that can't be teased out of a text by means of automated retrieval, even with the most advanced software. Machine-readable texts may help us to search for key words, identify patterns, or establish relationships with other texts. And multimedia applications can certainly enrich a document with images and sounds. But the process of engaging with a text, of making it come alive within us, cannot be automated.

Over time, of course, more and more texts will become machine-readable. More and more collections will be accessible electronically. But in my view, faculty and students will always want access to bookshelves. They will always want to browse.

In practical terms, some disciplines would be well served right now by the fully electronic library; in other fields, the shift to electronic resources is much slower. In part, this reflects government funding priorities. Steven Muller, former president of Johns Hopkins University, often commented on how much harder it was to raise funds for humanities programs than for the medical school. "No one ever died of English," he used to say. (Of course, he hadn't suffered through some of the meetings that I've attended!)

For all of these reasons, libraries today are under intense pressure to create a more sophisticated information environment, and at the same time to keep up with the arduous task of organizing and preserving their paper-based resources—all in a context of severe fiscal constraint.

Clearly, building tomorrow's library will take a lot more than replicating card catalogs with computer terminals, or connecting computers to a variety of databases. It will require enormous strategic planning. Institutions will face many difficult decisions. What do they want their libraries to look like in ten years? What trade-offs are they willing to make? (The challenges are cogently presented in a recent report titled *Preferred Futures for Libraries*, by Richard M. Dougherty and Carol Hughes, available from the Research Libraries Group, Inc., Mountain View, California.)

Building the library of the future will require not only technological changes, but also a fundamental change in the culture of the university. It will require closer collaboration between an institution's library and its academic computing center. And it will require much closer collaboration among colleges and universities. The kind of cooperation I'm talking about goes far beyond interlibrary loan programs. Institutions will have to join forces as they collect, expand, and organize their information resources, and as they link these resources with curriculum development.

Of course, the benefits of these changes will be seen over time. The digitization of information will relieve the truly awesome problems of space and preservation that libraries now face. At the same time, it may transform the ways that universities finance research and publishing.

As things stand, universities pay for knowledge produced by subsidizing research. Then they pay for this knowledge many times over by subscribing to journals and buying books. As electronic methods of publication become widespread, universities may take more responsibility for disseminating the research they have supported. Of course, they will have to work out the tricky matter of whether other institutions will pay for access to those publications, or for ownership. And they will need new procedures for refereeing publications and compensating authors. But they will probably realize substantial savings from these changes.

The policies of tomorrow's libraries will raise political issues. Equal access to information resources may well become a major issue on campuses across the nation in coming decades. Information is power in today's world, and the impulse to link access to information has been very strong in academe, as well as in other parts of our society.

Finally, building the library of the twenty-first century requires not only political change, but also pedagogical change. After all, we want to create a nation of learners, not a nation of information processors. As we build the virtual library, we will have to forge stronger links between the classroom and the library. Our goal is to help students gain the skill they will need most in the next century: learning how to learn—not only how to access information, but how to grapple with its meanings.

Feminist Scholars Ask Whether Sparring Marks Healthy Debate or a 'Catfight'

Continued From Preceding Page
admirers, including one who calls her "the Jerry Brown of academic feminism." (She likes the comparison, but also mentions Annie Oakley and Katharine Hepburn.)

In *Sexual Personae: Art and Decadence from Nefertiti to Emily Dickinson*, Miss Paglia argues that women have always had power precisely because of their sexuality. She credits men with creating civilization's greatest works of art and literature—the result, she says, of their struggle to free themselves from their mothers and other women. She has also accused feminist scholars of producing shoddy scholarship, trying to create a sexist society, and rejecting those who question their "dogma."

Alison Bernstein, associate dean of the faculty at Princeton University, says she doesn't see the latest debates in academic feminism as "catfights," as some observers have described them. But, she says, "the part that gets tricky is when the men enjoy when the women duke it out."

In practical terms, some disciplines would be well served right now by the fully electronic library; in other fields, the shift to electronic resources is much slower. In part, this reflects government funding priorities. Steven Muller, former president of Johns Hopkins University, often commented on how much harder it was to raise funds for humanities programs than for the medical school. "No one ever died of English," he used to say. (Of course, he hadn't suffered through some of the meetings that I've attended!)

Campus and Independent Humanities Centers Now Lead in Providing Fellowships for Research, Study Finds

By CAROLYN J. MOONEY

Humanities centers are playing an increasingly important role in providing research fellowships, a new report says. Independent and campus-based centers now provide a majority of the humanities stipends awarded annually, says the report by the American Council of Learned Societies.

In academic 1990-91, such centers awarded 662 fellowships, up from 205 in 1983-84. In that period, the number of fellowships awarded by the four major national programs—the National Endowment for the Humanities, the John Simon Guggenheim Memorial Foundation, the National Humanities Center, and the American Council of Learned Societies—fell from 511 to 426.

The money available for all fellowships rose from \$12-million to nearly \$18-million in that period. Although the four national programs still provided a majority of fellowships dollars in 1991—they made fewer, but bigger, awards than the centers—their share of funding had fallen since 1983.

Despite the increase in funds and the number of stipends, the report paints a somber picture of research support in the humanities. "The unwillingness of so many private foundations, to say nothing of corporations and the federal government, to provide more long-term assistance with fellowship funding is thus short-sighted," it concludes.

Not a Solution

Douglas Greenberg, vice-president of the ACLS and the report's author, was quick to argue that the growing role of the humanities centers should not be seen as offsetting the shrinking role of the national programs. For one thing, he said, campus centers provide much low-

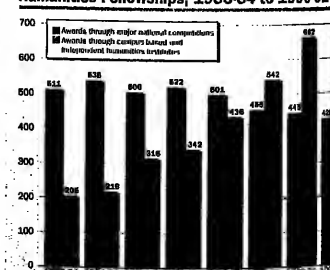
er stipends, often make awards only to scholars at their home institution, and may restrict awards to certain types of scholarship. Their main beneficiaries are scholars on campuses where such centers are located, he said.

The report also says that because the number of scholars seeking fellowships has risen significantly since 1983, awards are just as difficult to obtain.

53 Centers Are Included
The report discusses trends in fellowship funding since 1983. A draft released last year (*The Chronicle*, May 8, 1991) focused mainly on the four national fellowship programs. The final report includes statistics on 38 campus-based humanities centers and 15 independent centers.

Among its other conclusions:
• While financing for the four major national programs has in-

Humanities Fellowships, 1983-84 to 1990-91



Source: American Council of Learned Societies

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that gender studies gave her ideas from which to do research on an issue that has profoundly affected American women. Her book makes the abortion issue from the

Other scholars believe the book has a healthy and important message that has grown in volume and diversity. Public attention, they say, comes with the territory of today's debates. They applaud the publicity for exposing what they believe to be the shortcomings of much feminist scholarship.

Nonetheless, some professors say feminism does have defining characteristics.

That in no way means that an old-girl network exists in academe, says Myra Dinnerstein, a women's studies professor at the University of Arizona. "It's not solidified, there are many strands, many disputes, and many arguments," she says. But feminist scholarship "does accept a feminist critique, and it does have some general acceptances of some kinds of ideas."

For Ms. Dinnerstein and many others, "gender is what it's about." Scholars who accept gender as a fundamental category of analysis believe that history and literature, for example, have long been interpreted subjectively from an "and-centric"—or male-centered—perspective.

Self-proclaimed feminists who do not accept that theory, Ms. Dinnerstein adds, "are not in what I

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been a move to create a single voice for feminism—"This is the way feminists are supposed to think and the stands they're supposed to take."

Many say there is room for a variety of voices and endeavors within feminism. That means, for example, that while some scholars work on improving child-care provisions, others will debate ways to interpret literature.

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'It's Not Solidified'

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would call the mainstream feminist discourse."

She and others distinguish between attacks from outside opponents and what they consider to be some of the legitimate battles between feminists. Some scholars who generally support women's studies but are critical of various directions that feminist scholarship has taken declined to comment for this story, saying they feared that they would be lending support to enemies of women's studies.

Rancorous but Reasonable

A legitimate criticism of feminists and women's studies, in Beverly Guy-Sheftall's opinion, is that both "have tended to make marginal women of color."

That feminists have made recent efforts to deal with issues of race and class suggests that women's studies is in the process of transformation, adds Ms. Guy-Sheftall, a professor of English and director of Spelman College's women's research center.

Feminist scholars mention other debates that they say have been rancorous but reasonable. Many point to the work of Carol Gilligan, a professor of psychology at Harvard University's Graduate School of Education. Her 1982 book, *In a Different Voice: Psychological Theories and Women's Develop-*

ment, discussed how men and women are different and therefore make different moral decisions. It drew criticism from many feminists for what they said was her traditional analysis of the subject.

Although some scholars disagree with her conclusions, they nonetheless characterize Ms. Gilligan as a feminist because, they say, she aims to help women.

Ms. Gilligan could not be reached for comment.

Says Jean F. O'Barry, director of Duke University's women's studies department: "There have always been debates about the best ways to understand things, and about the origins of oppression. But the goal in that has been to change women's circumstances. I'm not sure the goal of Paglia's

work is to change women's circumstances."

Miss Paglia, who describes herself as a "one-woman liberation movement," says her goal is for scholars to study both sexes. "There is no first-rate mind working in feminism or women's studies," she declares. "My success would mean the trashing of whole women's studies programs."

An English professor at a major Eastern university asked for anonymity because of what she says are the bruises she has suffered for challenging the establishment in her women's studies department.

She thinks that feminists are too often preoccupied with obscure theories that will never be translated into social changes. "They feed on each other and respond to each other," the scholar says. "And all the while, I keep looking at the news and what I see is white men in blue suits with red ties."

Ms. Summers, the Clark professor, says that despite her criticism of some feminist scholarship, she believes "serious, disciplined, scholarship" on women and gender has an important place in the university. She even mentions a few feminist scholars whose work she admires—among them Deborah Tannen, a Georgetown University linguistics professor who wrote the best seller *You Just Don't Understand: Men and Women in Conversation*.

"Maybe," Ms. Summers suggests, "Deborah Tannen should write a book on how women should talk to each other."

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Information Technology

University Hopes Campuswide Network Will Help Give It a Competitive Edge

Case Western Reserve banks on system as a major factor in diversifying student body

By BEVERLY T. WATKINS

CLEVELAND — Case Western Reserve University is gambling that a new, high-powered, campuswide information system will give it a competitive edge over other institutions in diversifying its student body and providing innovative education.

To create the system, the university is installing a network of optical fiber, the fastest communications medium available today. When it is completed next year, the network will connect computers in all dormitory rooms, faculty and staff offices, classrooms, libraries, and laboratories. It will be linked to local, national, and international networks.

Library Catalogs and Court Decisions

Academics and students who are already on the network can send electronic mail and text just about anywhere. They can search the university's library catalogs on line and borrow commercial software from a network program bank. They can use Cleveland's metropolitan-area computer system, from which they can get news from *USA Today* and read Supreme Court decisions as soon as they are handed down. And it is all free.

"Our goal is to have the most advanced electronic-learning environment of any university," says Agnes Pytte, Case Western Reserve's president. "I am convinced that technology will be vitally important to provide information to our students. We want to be sure our students are prepared when they leave here."

Mr. Pytte, who helped Dartmouth College design a campuswide information system before he came to Case Western Reserve five years ago, adds: "Universities will not be competitive in the years ahead without this kind of environment."

So far, the new system, called *cwvnet* (pronounced *crew-net*), has been well received by its users. Administrators say their operations, now almost paper free, are more efficient. Faculty members report that the network makes class routines, such as posting assignments and grades, easier. Students say they have better communication with their professors and friends.

Not Just Electronic Mail

Although *cwvnet* is a gigabit network, capable of transmitting the entire Library of Congress across the campus in 20 seconds, it is now used primarily for electronic mail. For example:

• A classics professor holds conversations entirely in Latin with a colleague at Purdue University. The professor plans to converse in Greek as soon as the network can transmit the Cyrillic alphabet.

• A physics professor, who is a night owl, answers e-mail immediately when it arrives at 4 a.m. from his students, some of whom are night owls too.

• During the admissions process, the registrar sends updated enrollment figures every afternoon to administrators, who



Agnes Pytte, Case's president: "Students who liked the school anyway have said that *cwvnet* is one reason they came. It has tipped the balance for them in some cases."

have the information when they log on to the network in the morning.

• A group of students kept a surprise party a secret for a week by communicating exclusively by e-mail. Since no one ever talked about the party, word of it couldn't leak out.

• At least three couples who first met on the network have married.

Although it is too soon to know what impact the information system will have on student recruitment, Mr. Pytte says the anecdotal evidence is promising. "Clearly, we have attracted some students because of the network," he says. "Students who liked the school anyway have said that *cwvnet* is one reason they came. It has tipped the balance for them in some cases."

However, *cwvnet* has not yet made any difference in Case Western Reserve's effort to attract more liberal-arts students, says William T. Conley, dean of undergraduate admissions. "Our undergraduate programs are associated in the marketplace with engineering and science," he

"I am convinced that technology will be vitally important to provide information to our students. We want to be sure our students are prepared when they leave here."

says. "The network has reinforced what already is a strong identity."

To interest a greater variety of students, "we need a list of hands-on applications for other majors, not just technology," says Mr. Conley. "We are still a year away from having enough applications of the network so we can say to arts and humanities majors, 'Here are some things you can do on the network.'"

At the Speed of Light

About 60 per cent of the nation's colleges and universities have some kind of campuswide information system or are in the process of installing one, according to a recent survey by Case, the association for the management of information technology in higher education. Most of these systems, however, do not make nearly as much information available as Case Western Reserve's network.

Other institutions also have fiber-optic networks, but few run the cable to every computer on their campuses. That will enable *cwvnet* to transmit all data at a high-speed system.

Optical fiber, which carries bits of data along glass strands the size of a human hair, can transmit almost limitless amounts of information at the speed of light. With fiber cable, the university will be able to send multimedia, which demand a powerful network, to all computers on the campus. Among other things, faculty members will be able to use digital images, graphics.

Continued on Page A20

A Broad Array of Information on Free-Net

The National Public Telecomputing Network makes the following information and services available to its affiliates, which include the Cleveland Free-Net. Case Western Reserve University gives academics and students access to the Free-Net, which the university supports, through its campuswide information system.

ELECTRONIC NEWS SERVICES

USA Today
National Public Telecomputing Network News
• Democratic and Republican convention coverage (under development)
• Special events

CYBERCASTING SERVICES

Project Hermes (U. S. Supreme Court decisions)
Congressional Memory Project (House and Senate bills)
Daily Report Card (media coverage of the schools)
Impulse (newsletter of political thought and opinion)

SPECIAL PROJECTS

Academy One (news and events for elementary and secondary schools)
• **Centennial Launches:** simulated space shuttle program
• **Virtual World Project**
• **TetDympica:** "Virtual track meet"
• **Space Colony Simulations**
• **Interstellar Space Voyage Simulations**
• **The e-Club** (electronic pen pals)
• **Kids International/Inter-Generational Exchange**
• **Kid-Lit**
• **Kid-Trek**
• **NFTN Student News Network**
• **A Day in the Life**
• **Kids' Point Box**
• **Educator Contact File**

MEDICAL INFORMATION SERVICES

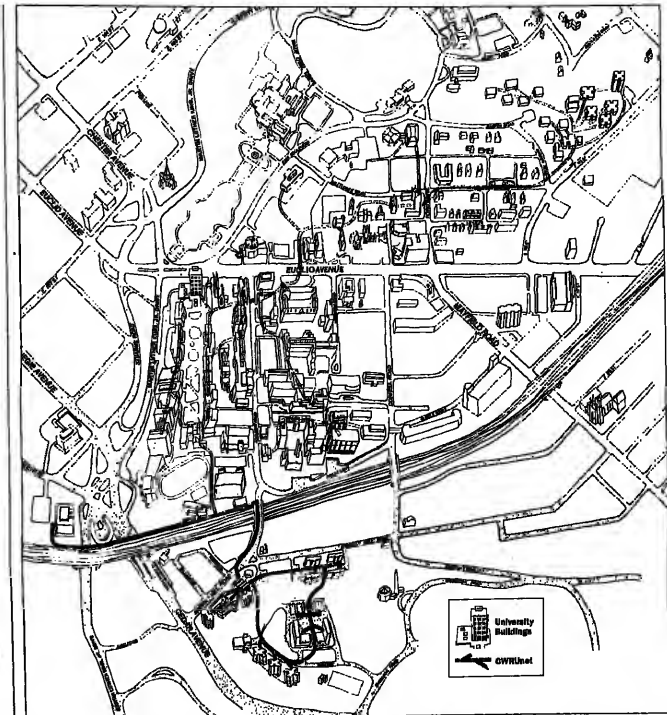
HOPE Foundation Cancer Center
Pediatric Information Resource Center

GOVERNMENT AND POLITICAL INFORMATION SERVICES

Congressional Contact File (Directory of U. S. House of Representatives)
General Accounting Office Reports

• **"Computer Security: Government Planning Process Had Limited Impact"**
• **"Computer Security: Hackers Penetrate DOD Computer Systems"**
• **"High Performance Computing: Industry Uses of Supercomputer and High-Speed Networks"**

• **"High Performance Computing: High-Speed Computer Networks in the U. S., Europe, and Japan"**
• **"High-Definition Television: Applications for This New Technology"**



• **"Drug-Exposed Infants: A Generation at Risk"**
• **"Home Visiting: A Promising Early Intervention Strategy for At-Risk Families"**
• **"Meeting the Government's Technology Challenge: Results of a GAO Symposium"**
• **"Strategic Defense System: Stable Design and Adequate Testing Must Precede Decision to Deploy"**
• **"Training Strategies: Preparing Non-College Youth for Employment in the U. S. and Foreign Countries"**
• **"Campaign '92 (position papers of Democratic and Republican Presidential candidates)"**

INTERNATIONAL INFORMATION SERVICES

World Factbook, 1991 Edition

HISTORICAL DOCUMENTS

Freedom Shrine
Pre-Constitution documents
• **Magna Carta**
• **Constitution of the Iroquois Nations**
• **Mayflower Compact**

• **Fundamental Orders of 1639**
• **First Thanksgiving Proclamation**
• **Charlotte Town Resolves**
• **Declaration of the Causes . . . of Taking up Arms**
• **Declaration of Independence**
• **Virginia Declaration of Rights**
• **Articles of Confederation**
• **Declaration and Resolves of the first Continental Congress**
• **Paris Peace Treaty**
• **Annapolis Convention**

The Constitution
Constitutional transmittal letter
• **Constitution of the United States**
• **Bill of Rights**
• **All amendments, 1791 to 1971**

Post-Constitution documents
• **Northwest Ordinance**
• **French Declaration of Rights**
• **Proclamation of Neutrality**
• **Treaty of Greenville**
• **Washington's first Inaugural address**
• **Jefferson's first Inaugural address**
• **Monroe Doctrine**
• **Emancipation Proclamation**
• **Gettysburg Address**
• **Lincoln's second Inaugural address**

• **German surrender documents**
• **Japanese surrender documents**
• **Martin Luther King, Jr.'s "I have a dream" speech**

RELIGIOUS DOCUMENTS

The Bible
Book of Mormon
Doctrine and Covenants (Mormon)
The Pearl of Great Price (Mormon)
The Koran

ELECTRONIC BOOKS

Alice's Adventures in Wonderland
The Looking Glass
The Hunting of the Snark
Moby Dick
Peter Pan
The Federalist Papers
The Song of Hiawatha
Paradise Lost
Aspen's Poems
Rogers' Treasury
The Life of Frederick Douglass
O Pioneers!
Far From the Madding Crowd

Professors Need to Accept Diversity in the Content of Courses

Continued From Preceding Page

of colleagues in other fields, although in their own disciplines they can analyze and synthesize the most complex of concepts. Thus, what is new on college and university campuses today is not cultural diversity, which has always existed among disciplines, but the fact that diversity is now defined in terms of ethnicity and race.

Can we capitalize on the different world views among disciplines, using them to help faculty members understand not only colleagues from diverse disciplines but also colleagues and students from diverse ethnic cultures? We know that a kind of multicultural communication does occur in interdisciplinary teaching and research projects, which bring together faculty members with common goals and related interests. For example, a writing-across-the-curriculum project developed by a team of engineering and composition professors enables the engineering professors to understand writing as more than mere syntactic correctness. It also helps the composition specialists to understand that effective writing for an engineer is not the same as it is for a literary critic.

The more faculty members from different disciplines work together on curriculum, the more respect they begin to develop for each other's cultures. Thus, the history professor gains new insights into molecular and cellular behaviors through the lens provided by the specialist in human pathology. A sociologist comes to more fully the current class distinctions on a Caribbean island when a historian introduces the sociologist to the 130-year-old travel writings of Anthony Trollope.

JUST as interdisciplinary projects can lead to new insights, so multicultural perspectives can lead to new awareness. Someone whose background is different from our own can sometimes jolt us into a new perspective on our own subject matter, our teaching, or our ways of dealing with others. One of our Asian-American students who had been selected for a summer fellowship in Washington was surprised to learn that the African-American fellows, being the majority, controlled the agenda of what was billed as a multicultural leadership program.

As a result of his experience, the student learned something about the nature of social change—that it is based as much on political power and timing as it is on whatever a particular action is right and just. Upon returning to campus, he challenged us to insure that all student voices on our campus are heard and that no one perspective is allowed to dominate our thinking and decision making.

In another instance, a female student complained to a professor who, for years, thought he had delighted students with his jokes about women. The woman's complaint led him to discover that many students not only were offended by his jokes but also, as a result, paid less attention to the serious content of his course.

Last year, every unit of my university was asked to contribute to a campuswide "diversity plan," and, as a result, academic departments developed ways to integrate more diverse material into the content of their curricula. Before last year's effort, we had undertaken a Gender Studies Integration Project, which was successful in helping faculty members in several different disciplines learn how to incorporate material on the contributions and learning styles of women into their courses. Using that effort as a model,

our College of Applied Human Sciences developed a project last year that brought together faculty members from departments within the college to revise their curricula; those faculty members now are working with colleagues from other colleges who also are trying to revise their curricula.

New ways of viewing and conceptualizing their worlds enable scholars to make intellectual leaps that transcend their disciplinary cultures. The more we find ways to bring faculty members from diverse disci-

plines together to solve common intellectual problems, the more they will begin to appreciate how the cultures of other disciplines influence their colleagues' thinking. In turn, they may become more aware of the cultural roots of their own intellectual world views and thus become more willing to incorporate content from diverse racial and ethnic experiences into their research and teaching.

I am not so naive as to suggest that it is easy to leap from understanding our discipline-based cultures to accepting ethnic

and racial diversity in the content of courses. But if we are ever to succeed in the latter goal, we gradually must lead colleagues from their own culture-based disciplines into other intellectual worlds and, eventually, beyond those cultures of other ethnic and racial groups. Diversity is more than just a good idea; it is a political expediency. In a world as diverse as ours, we need the intellectual breadth and depth through the unity of that other cultures can provide.

Raymond J. Rodriguez is associate senior vice-president at Colorado State University.

MÉLANGE

Silent Medium of Language; Bloodless Violence in Academe; Ideology of Anger; Dangerous Thinking; Loss of Tenderness

MAYBE I began to write poetry in answer to the confused politics of that time. We were nobody—Charlie, the baby, and me—to the huge military construct that had brought us to Texas. We had been spun out, like so many others, onto the American landscape, as if by some great destiny machine. Everything about our lives that year—from the empty tundra to the tract house we lived in, to the uniforms the pilots wore, and in their way, the uniforms of the wives—sought to efface us. . . . And yet, as the sixth of ten children, I suppose I meant to challenge that effacement. I'd spent, by then, twenty-two years learning how to make myself heard. What better way than to adopt a medium as silent, as cold, and as abstract as language?

—Deborah Digges, poet and assistant professor of English at Tufts University, in *Fugitive Spring: A Memoir*, published by Alfred A. Knopf

THE SHOWDOWN on Main Street isn't the prerogative of the West; it's not the special province of men (as opposed to women); or of popular culture as opposed to literary criticism. Television cop shows, *Rambo*, and *Dirty Harry*, and their fans do not occupy a different moral universe from the one populated by academicians. Violence takes place in the conference rooms at scholarly meetings and in the pages of professional journals; and although it's not the same thing to savage a person's book as it is to kill them with a six-gun, I suspect that the nature of the feelings that motivate both acts is qualitatively the same. This bloodless kind of violence that takes place in our profession is not committed by other people; it's practiced all some time or other by virtually everyone. "Have gun, will travel" is just as fitting a theme for academic achievers as it was for Paladini.

—Jane Tompkins, professor of English at Duke University, in *West of Everything: The Inner Life of Westerns*, published by Oxford University Press

THE IDEOLOGY OF ANGER and resentment so prevalent on the campus today has also spilled out into our political culture. The politically correct time is that David Duke was created by Willie Horton. The fact, however, is

that David Duke was created by the inequities of affirmative action and the racism it manufactures. Duke is a Frankenstein built by these politically correct engineers of human souls. And despite what they say, it is not at all certain that they are displeased by their frightening creation.

Until this last year, academics believed that they could get away with it. Carthyite thugery on campus and that their fellow citizens would not be offended by the muffled sounds of free inquiry being strangled and destructive ideologies being jammed into place. They were wrong: Political correctness is now a national concern and their recent attempts to contrive a cover up will not make it go away.

The war over political correctness has been joined and it must be fought to a conclusion. If the radicals succeed, they will use their version of history to determine what kind of a country America was and their version of politics to determine what kind of a country it will become. If they are defeated, they will lose their last resort. —Peter Collier and David Horowitz, the editors of *Heterodoxy*, published by the Center for the Study of Popular Culture, in the inaugural issue (April)

THE UNIVERSITY, which is dedicated to the life of the mind and to reason, has always been political, political in the sense of creating forms of life within which we can live and work together with all of our differences and commonalities. . . . (But) we've left the political, understood in an adversarial sense, and gone right to legalism, and that puts us on a plane of thinking that I find really dangerous to the kind of thinking and living together and working together we would like to engage in.

You end up with things being strictly comparable which historically are not strictly comparable. Let me give you a concrete example. I recently heard somebody say it is exactly the same thing when a student shows up on campus with a T-shirt that says "Hitler was right" and another student shows up with a T-shirt that says "It's a black thing, you wouldn't understand." These are absolutely not comparable. The difference is a voice from the people who slaughtered six million-plus human beings and a voice from people who are claiming a culture with some

pride. Let me give you one other example. Those of us who work in feminist scholarship have been called neo-Nazis. The use of the epithet neo-Nazi shocks me down to my core and makes me ask, Where is history? Where is history? —Elizabeth K. Minich, professor of philosophy and women's studies at the Graduate School of Union Institute, in the current issue of *The Civic Arts Review*

At the City University of New York, tuition as a percentage of the expenditures per full-time equivalent has grown from 21 percent to 35 percent in just 10 years. If state budget cuts and annual tuition hikes continue for the next seven years, public funding will provide less than half of CUNY's total college budget. In this scenario, CUNY, Illinois State, and hundreds of other public institutions will become, by definition, private universities. Do we really want the 90's to go down in history as the decade in which America abandoned public higher education?

Let's look back at how and why this nation created public higher education in the first place. Many urban institutions were established to educate the children of the poor, the whole people," as Dr. Howard Webster described the mission of New York City's Free Academy (CUNY's forerunner) in 1847. Our great land-grant universities were founded through the Morrill Act of 1862, which offered aid to states that would support colleges whose curricula included agricultural and technical training. Numerous large public-university systems were created after World War II, in order to give

"In our new China we have mobility and progress. We can leave the village. We can travel to the university and, after the university, we can be assigned to distant places. In our new China, students may leave their teachers and teachers may leave their students." He shook his head. "Many people will never know the honor to sit by the bed of a beloved professor."

We traveled in silence. We both knew that soon I would be leaving. Finally, Mr. Wei looked at me with earnestness. "In a traditional world, good-bye is a gentle thing. It comes only with the death. In a modern world, good-bye is bold and aggressive. It comes again and again."

He thought a moment and sighed. "A modern world, Dearest Teacher Lytia, I think much tenderness is lost."

—Lydia Minotaur, faculty member in counseling at North Seattle Community College, in *Talking to High Monks in the Snow: An Asian American Odyssey*, published by HarperCollins

OPINION

LETTERS TO THE EDITOR

Who Should Pay for Public Higher Education?

TO THE EDITOR: I sympathize with the concerns for the financing of public higher education that Illinois State University President Thomas P. Wallace expressed in his April 1 Point of View, "The Inequities of Low Tuition." According to *State Profiles* (1991), only 6.7 percent of Illinois state and local tax revenues were appropriated to higher education in 1990-91, even though 76 percent of all Illinois college students attend public universities in the state. Clearly, quality instruction and scholarship are being threatened by the lack of sufficient appropriations there and in many other states, including my own.

Dr. Wallace argues that we educators should resign ourselves to diminishing levels of state support and encourage public higher education by raising tuition significantly. His "high financial aid-tuition equity model" may be attractive to legislators looking for somebody to assign blame for their state's fiscal problems and responsibilities, but it would be a disaster for students, universities, and the nation.

At the City University of New York, tuition as a percentage of the expenditures per full-time equivalent has grown from 21 percent to 35 percent in just 10 years. If state budget cuts and annual tuition hikes continue for the next seven years, public funding will provide less than half of CUNY's total college budget. In this scenario, CUNY, Illinois State, and hundreds of other public institutions will become, by definition, private universities. Do we really want the 90's to go down in history as the decade in which America abandoned public higher education?

Let's look back at how and why this nation created public higher education in the first place. Many urban institutions were established to educate the children of the poor, the whole people," as Dr. Howard Webster described the mission of New York City's Free Academy (CUNY's forerunner) in 1847. Our great land-grant universities were founded through the Morrill Act of 1862, which offered aid to states that would support colleges whose curricula included agricultural and technical training. Numerous large public-university systems were created after World War II, in order to give

class families. Economically, we would fail to produce the educated, technically proficient work force necessary for America to compete in a global economy. That failure, in turn, would give us higher unemployment and, ironically, the need to spend more state money on prisons and social programs. As former Harvard President Derek Bok once wrote, "If you think education is expensive, try ignorance."

Dr. Wallace argues that "much higher tuition" must be charged "in order to collect a greater percentage of the full educational costs from the students who can afford to pay them." He neglects to mention, however, that because middle-class salaries have eroded in the past decade, the parent cohort able to pay full college costs at even the current level has decreased sharply. With a big tuition increase, more students will need financial aid, and far more of it than at present, while the pool of people able to pay "full cost" will

shrink rapidly. What happens if the full-cost students go private when the tuition climbs? Or if an individual college or system has very few well-off students from whom to siphon funds?

The proposal would do particular harm to minorities and people on the economic margin. Cities such as Chicago and New York already have a high percentage of families that cannot send their children to college on a full-time basis and are not eligible for financial aid. Higher tuition rates for non-tuition students, single parents, dislocated workers, and returning adults would create enormous obstacles that cannot be explained away by calculations based on projected financial-aid grants to "traditional," full-time students.

Dr. Wallace argues that his formula "has achieved the appropriate correlation between costs and family income" at private colleges. When the K-12 education, most roadways, and free public libraries are examples. Other government "goods" are provided on a fee basis. This "micro" form of revenue collection presumably compensates the government for some of the costs related to providing goods and services received. Common fees are unrelated to income or market considerations or ability to pay. Instead, they relate to maintaining the common good with the potential for everyone to benefit. Examples: motor-vehicle registration, adult-education classes, and fishing licenses. Such fees are set low enough for universal affordability, sometimes with special provisions for those in dire financial need. Currently, public higher education falls in this category. A matter worthy of further discourse is whether higher education should be among those services available free of charge to citizens "by right." Unfortunately, the proposals about which I am concerned move public higher education out of its current category toward a more market-rate approach to setting fees. The proposals also fail to recognize that citizens who have already been significantly taxed based on ability to pay may revolt at what amounts to yet another sliding-scale tax, or at least they will begin to lose sight of their stake in a healthy level of state-supported services for the common good.

Income redistribution through taxation, which already occurs to a great extent within higher-education financing, should not become the primary means of financing colleges. What seems sound in theory does not always work well in practice. The reason that states got into the business of creating public colleges in the first place was to create more equitable opportunity. In my view, to finance institutions based on students' ability to pay will, in the long term, undercut the common good that distinguishes American public higher education.

DAVID G. GAEREA
Executive Director
New Jersey State College
Governing Boards Association
Trenton, N.J.

Evolution the policies of a public-college system where a subset of students with adequate financial resources is knowingly paying the lion's share of tuition revenues (i.e., the non-discounted market-rate). Is there any doubt this subset of constituents will, over time, make greater demands on allocation of resources than a corresponding subset of students whose tuition is almost entirely subsidized?

Currently, state taxes we pay toward public higher education, as well as other state-supported activities, derive from our personal resources. This is where income-redistribution policy works best—not at the micro, fee-for-service level. At this macro level, taxation in a means of redistributing income to benefit the common good. Thus, many of the tax-supporting "goods" distributed by government are available to us by virtue of our residency, without fees and irrespective of how much tax we pay or how much we need, use, or directly benefit from what is offered. These

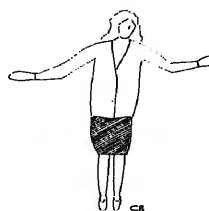
TO THE EDITOR: I think Thomas P. Wallace is right on the mark regarding public-college financing. Low tuition for all students at public institutions ends up providing an advantage to those who least need it, while depriving lower-income students of much-needed assistance. It is time we asked whether this model is realistic any longer. Interestingly, Mr. Wallace advocates a system that has been in place at private colleges for decades—where the "aid" is closer to the real cost of education, but the "cost" to students is offset by a financial-aid system proportional to need.

It used to be that private colleges charged high tuition, offered private and government financial-aid subsidies to those who could not pay the full charge, and then subsidized the whole thing further by means of charged low tuition and offered large subsidies through tax revenues.

As the article described, this pattern may change in terms of public-college tuition. Of course, it has already changed in that public colleges now are very active in fund raising, an arena in which they were nearly invisible 10 or 20 years ago. Much additional income has been directed toward public institutions without a balancing increase in public funds directed at the private schools.

The terribly important question not addressed in Mr. Wallace's article is whether we will in the future be

FRENCH 101



MADAME LANIER ("CAMBERT")
IS FROMAGE") EXPRESSES "ZUT
ALORS" TO THE SMALL GROUP
("LES IMBECILES") GATHERED IN
ROOM 402

THE CHRONICLE OF HIGHER EDUCATION

CHRONICLE

William O. Barrett
President
San Francisco Art Institute
San Francisco

TO THE EDITOR:

Amid formidable economic pressures, public-higher-education leaders cannot afford to lose sight of the fact that fundamental changes in the way we finance higher education will have powerful political and economic consequences. Approaches that make sense financially may not work well educationally and politically.

I find disturbing the emerging proposals to increase dramatically public-college tuition and base affordability on significantly higher family income. Such proposals are suggested by Thomas P. Wallace of Illinois State University . . . and by Michael S. McPherson and Morton O. Schapiro in their book *Keeping College Affordable: Government and Educational Opportunity*. On the surface, the proposals may appear to support fairness and the common good, but in effect, they will undermine the common good and the egalitarian spirit that public higher education embodies.

Once we shift the fundamental rationale for funding public higher education from the state to the student, so, too, do we shift political demands and educational consequences.

Evolution the policies of a public-college system where a subset of students with adequate financial resources is knowingly paying the lion's share of tuition revenues (i.e., the non-discounted market-rate). Is there any doubt this subset of constituents will, over time, make greater demands on allocation of resources than a corresponding subset of students whose tuition is almost entirely subsidized?

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Selection of chancellor raises important issues

TO THE EDITOR: Mary Crystal Cag's article on the new California State University Chancellor is intriguing ("New Chancellor on Following Page

Letters to the Editor

Continued from Preceding Page

cellor of California State U. Enmeshed in Fights Over Tuition and Affirmative Action," April 1). There are a few matters raised in the piece that require elaboration.

California Assemblyman Richard Polanco chided the chancellor and the csu for excluding a highly qualified Latino from consideration for the presidency of San Jose State University. Moreover, Polanco questioned the decision to forgo explicit csu policies regarding the appointment of campus presidents until the forwarding of only one name for consideration by the Board of Trustees, csu procedures for the selection of a president (Presidential Selection Advisory Committee, Item #9) state that the trustees in consultation with the chancellor will reduce the number of candidates to a minimum of three. This did not happen.

It may be too early to gauge the chancellor's performance in trying to enhance diversity in the csu. The results of presidential searches at California State University at Northridge and Sonoma State University will provide researchers and concerned individuals with valuable information about any trends or directions.

However, two of the most recent presidential searches in the csu raise serious concerns. First, while Latinos are the largest minority group in California—larger than all other minority groups combined—and will become one of the largest student cohorts in the csu, there still is only one Latino among the 20 staff campus presidents—appointed eight years ago—and two Latino vice-presidents for academic affairs (one of them in an acting capacity). Second, the racist comments and innuendoes against Latinos that surfaced during the California State University at Fresno and San Jose State University presidential searches reveal entrenched attitudes of exclusion that continue to impede Chicano/Latino efforts to achieve executive-level jobs in higher education.

We have a long way to go before women, underrepresented minorities, and especially Latinos assume their rightful place as leaders in American higher education. So far it is a tough, uphill struggle!

ROBERTO P. HARO
Professor of Mexican-American Studies
and Director of Monterey County Campus
San Jose State University
Salinas, Cal.

'Academic guerrilla' draws scholarly fire

TO THE EDITOR:
I was dismayed to see a large portion of *The Chronicle's* valuable space given over to coverage of Ca-

milite Paglia's recent talk at Harvard ("Camille Paglia, Academic Guerrilla, Relishes Her Role as Feminist Scourge," April 1). Surely, anyone who requires a publisher to organize her affairs and who appears on the front pages of *The Boston Globe* is already a cause célèbre.

The space allotted to Ms. Paglia's one-woman show is particularly redundant since news about her exploits is no news at all. We are all familiar with her name-calling, her bogus scholarship, and the innuendoes and innuendoes that she espouses under the heading of a "new" rational feminism.

It is a misnomer to refer to Ms. Paglia as a "feminist." The credo she espouses has nothing to do with sexual equality. Furthermore, I cannot see how anyone who claims Harold Bloom as a "mentor" can take such a hostile seriously or seriously for that matter.

I admire Ms. Paglia for the slick manner with which she has managed her career but not for the way she has become the largest groupie of her own myth. She is what she accuses others of being: a self-glorifying nihilist full of her own putrefaction.

HELEN WUSSOFF
Assistant Professor of English
Memphis State University
Memphis

TO THE EDITOR:

To judge by your reporter Carolyn J. Mooney's burlesque treatment in *The Chronicle*, Camille Paglia's position on radical feminism and literary theory in American academia is evidently extreme, her manner acrimonious and stident, and her matter *ad feminam* in attacking such well-established exponents of the opposing position as Barbara Johnson and Marjorie Garber of Harvard. But since Ms. Mooney's treatment of Miss Paglia is also substantially *ad feminam*, it is not easy to say whether one is—which one?—or both are attacking persons more than questioning positions and addressing issues. It would be even harder to know whether there might be a modicum of merit or substance in Miss Paglia's position. ("Miss" is her preference, according to the article.)

It is difficult for a position like Miss Paglia's to get a general public hearing without being either programmatically conservative or methodologically polemical. But in turning to treat-and-critique polemical, critics of orthodox theory in effect join the majority opposition. . . .

Such demonstrations may help explain why it is that—while "academic" is being corrupted by trendy feminist and literary theories in Miss Paglia's terms, and "conservatives

are taking control of academic reform"—liberals stand around doing nothing (italics mine). With all the heat in such a Manichean climate, it is probably more socially useful as well as enlightening to turn away, pronounce a plague on both their houses, and concentrate on scholarship and teaching. There is hope for the future, if not much vendible propaganda for the present.

THOMAS CLAYTON
Professor of English and Creative Studies
Chair of Cleveland Civilization Program
University of Minnesota at Twin Cities
Minneapolis

Students lobby for more student aid

TO THE EDITOR:

The fact that your publication does not communicate much with the student groups that have a vital stake in the preservation and expansion of higher education, and who work actively for its reformation, is borne out by a recent article touching on legislative activity in the State of Washington, "States Wrestle With Proposals for Higher Tuition" (March 25).

The article quotes State Rep. Ken Jacobson regarding a bill that he introduced during the 1992 session that would have raised tuition, a program of acknowledgment of our state's current budget woes, while providing a remarkable, overdue increase in financial-aid funding. Eligibility for aid would expand to encompass middle-class families. With incomes up to \$49,000. The article does not point out that Mr. Jacobson, in consultation with students, worked to remove all tuition increases from his own bill—the consequences being a bill advanced with tremendous bipartisan support out of the House of Representatives, 96 to 0.

According to the article, "Student groups opposed the measure. . . . testifying against it in legislative hearings." This is untrue. My association, the Washington Student Lobby, coordinates the involvement of student governments at all five of our public universities in legislative matters. We testified in strong support of Mr. Jacobson's bill. Increasing tuition was the one sticking point for Democrats and Republicans alike. Once that section was removed from the bill, the remaining Washington College Promise Program—purely financial aid—had great backing, dying within the state Senate only because of a lack of time left in the session.

We never believed that our legislature would increase tuition. Therefore, it is highly inaccurate to write that we were working against the bill. In fact, we honored Mr. Jacobson as our "Annual Legislator of the Year." You are more exact when you later government relations at the University of Washington, as being an opponent of the bill. Ironically, only the universities demonstrably opposed the bill. Although they supported the initial element of raising tuition, Mr. Edie states, "We're not willing to say all new money in higher education should go into financial aid." Indeed, it is the posture of our universities that no additional money should go into financial aid. This is in spite of the fact that not even half of those students eligible for our "State Need Grant" with a family-income cutoff of about \$12,000, receive it.

During the 1980's, while the student population in our state actually declined (we rank last among states in terms of access), the size

of each university's administration more than doubled—quadrupled in the case of the University of Washington. Defending this excess, while disparaging efforts to provide access for students, is curiously elitist. It suggests that our institutions have lost touch with their missions and have become obsessed merely with institutional self-preservation. Are we as students wrong in expecting more? Or is the to be begrudged merely a diversion of resources? Your publication could strengthen its deserved reputation for excellence in the reporting of higher-education issues by communicating more with the students who, by definition, are what higher education is all about.

BRENDAN W. WILLIAMS
Staff Coordinator
Washington Student Lobby
University of Washington
Seattle, Wash.

Programs for students who design their majors

TO THE EDITOR:

Individualized majors flourish not only in single institutions such as those included in your March 25 issue ("Students Who Design Own Major," April 1), but also—and, I believe uniquely—in a collaborative program that involves 17 undergraduate colleges that make up the City University of New York as well as the CUNY Graduate School.

One of the nation's oldest alternate-degree programs, CUNY's Baccalaureate Program has been in business since 1971. Although the program is small in the context of CUNY's 200,000 students, it is large by alternate-degree-program measures, with close to 600 students enrolled each academic year. Because the program's students may take classes at any of the 18 campuses in CUNY, they can develop programs of study that draw on resources no single campus can offer. Students can also take advantage of the learning opportunities offered by such extraordinarily rich resources as the Museum of Natural History, the Metropolitan Museum of Art, the Bronx Zoo, the Aquarium, and the city's hospitals, courts, and public schools, where they take college-independent research projects.

The program serves primarily re-entry adults (71 percent are over 30), with women making up about 64 percent of the total students. About one-half began their studies in community college.

Like other institutions that offer mature students a chance to study what is meaningful to them, the CUNY program has wonderful outcome

data. The retention rate is nearly 90 percent. The program has placed 4,000 graduates, and about 10 percent graduated with honors.

We are naturally proud that the program has enabled students to achieve so much and with such distinction. And thank you for your heat piece on non-traditional programs.

MICHAEL C. T. BROWN
Professor of Education
and Academic Studies
Baccalaureate Program
Graduate School and University Center
City University of New York
New York

TO THE EDITOR:

Susan Dodge's March 25 article about students who design their own majors was unfortunately riddled with errors. Hampshire College is in Northampton, Mass., where every state designs his or her own course of study, guided by a two- or three-student faculty committee. Can he was an early student, and not a mere local illustration of current and at the forefront of reform and change in every area. . . .

It is interesting that Dodge left the University of Massachusetts at Amherst, of all places, as an example of this program. Of the members of the Five-College Consortium (University of Massachusetts, Amherst College, Hampshire College, and Hampshire College, and Hampshire College), the University of Massachusetts remains the most difficult place for students to take advantage of the diversity of education available. Most of the drawings were created by highly skilled artists from the Plains tribes around the time that they were being herded onto reservations—the middle and late 19th century. The drawings, done mostly in colored pencil, portray Indians' lives and rituals through pictographs—simple images of people, animals, weapons, and tipis.

Two ledger books, including the one that Chief Whitwind gave to Lieutenant Jones, are in the Oklahoma Museum of Natural History's Ethnology Collection at the University of Oklahoma. The Plains-Indian ledger drawings outside of the Smithsonian Institution, says the museum's collections manager, Julie Droke.

The university's collection of drawings also is unusual because the pages still are bound in book form. Most ledger drawings have been torn from the books in which they were drawn because the artworks are so valuable, Ms. Droke says. Individual drawings have been sold for as much as \$18,000 at galleries and auction houses.

SPECIAL COLLECTION

'Ledger Art' Reveals Lives and Rituals of American Indians



Plains Indians draw pictures in ledger books as a way of recording warrior victories and courtship rituals. The composition of the drawings also depicted people's relationships to one another.

By Jean Rosenbhatt
THIS ARTISTRY BY A vanishing race . . . originally cost me several hides of bacon, as Chief Whitwind was fond of log-meat, and when he came for a visit and to smoke the pipe of peace and brought me a present—in Indian society that called for a wawap. . . .

So wrote Second Lieut. Samuel Good Jones in 1937, describing how he had come by a book of drawings when he was present with the U.S. Army's 5th Cavalry in Indian Territory (now Oklahoma).

The drawings that Chief Whitwind swapped for bacon were part of an artistic tradition now known as "ledger art"—drawings done by American Indians in ledger books that they obtained from trading posts or military commands.

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BESIDES revealing a particular aesthetic and way of life, ledger drawings at a deeper level also depict a value system, says Candace Greene, an anthropologist at the Smithsonian's National Museum of Natural History. Ms. Greene, who did her doctoral research on Cheyenne pictographic art while at Oklahoma, says that in ledger drawings done by at least one Plains tribe, the Cheyenne, "What's placed on the right is considered to be more spiritually powerful" than what is shown on the left. In pictures of warfare, for example, the Cheyenne warrior tends to appear

women traditionally specialized in decorative art, such as geometric paintings on hides or bead and quill work.

The intermingling of pictures by different artists in many ledger books suggests that the pictures may have been drawn "in a social setting," Ms. Greene says. She speculates that groups of men might have sat around together telling stories, with one man at a time drawing a picture of, say, a battle being described by the others. When the artist finished, he might have passed his drawing around for the others to look at and comment on. They might then have drawn their own versions of the same battle—or a different one—on separate pages.

The drawings that Chief Whitwind gave to Lieutenant Jones—"this artistry by a vanishing race"—most likely were done by a group of Cheyenne artists in the early 1890's, when Indian Territory had become reservation land.

But by the 1890's ledger drawings were a dying art form, Ms. Greene believes, since "the pictographic tradition disappeared around the turn of the century."

ALTHOUGH there was a renaissance of American-Indian graphic art beginning in the 1930's, she says, this emerged from an "east-art tradition"—that is, out of art schools—rather than a "community-art tradition" in which artists learned methods from members of their own families, villages, or tribes.

Other experts believe that ledger art did not signal the end of a tradition at all but was simply a transition from the old hide paintings to contemporary art.

"Indian art has never been static. The Indian people always incorporated change into their work," Ms. Watson says. To her, ledger art is vibrant proof of the "monumental versatility of Indian people."

PimaCommunityCollege

FACULTY POSITIONS for ACADEMIC YEAR 1992-93

West Campus

ART:
Requirements: Master's in Fine Arts. Teaching experience in metal casting, sculpture, and/or painting. Knowledge of art history, reformatting, fabrication/finishing techniques. Knowledge of art materials and principles of basic design. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Paralegals: Community college teaching experience. Experience in supervising complex metal program. Knowledge of safety/hazardous materials management. National exhibition record. Willingness to assume department chair responsibilities on a rotating basis. Committee work. Curriculum development and program articulation.

BIOLOGY:
Requirements: Master's degree in biology with broad generalist background; modern teaching techniques; knowledge of general biological sciences. Evidence of ability to communicate knowledge to students of diverse social, economic and cultural backgrounds. Preference: Ph.D. in biological sciences; experience in curriculum development and application of media technology in teaching; ability to teach, develop and coordinate a Health Career Studies program. Recent community college teaching experience.

HEALTH CARE:
Requirements: Master's degree in health care or related field. Instructor will be expected to teach a wide range of courses from developmental health courses through lines in algebra. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Paralegals: Community college teaching experience with special emphasis on use of technology in the classroom to include hand-held calculators, software applications, etc.

NURSING:
Requirements: Master's degree or higher in nursing from an accredited college or university, preferably in Pediatric Nursing. R.N. licensure or eligibility for licensure in Arizona. Recent documented clinical experience in area of specialization. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Paralegals: An understanding of Associate Degree Nursing, prior community college teaching needs in a variety of nursing content areas.

NURSING (This is a one-on-one year appointment):
Requirements: Master's degree or higher in nursing from an accredited college or university, preferably in Pediatric Nursing. R.N. licensure or eligibility for licensure in Arizona. Recent documented clinical experience in area of specialization. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Paralegals: Teaching experience in nursing education. Should be knowledgeable of various teaching styles. Should be willing to teach in a variety of settings and to implement activities and teaching styles that assist students who are multicultural and diverse in their pursuit of academic success.

Paralegals: Master's degree in sociology or related field. Demonstrated ability to teach such courses as Introduction to Sociology, Minority Relations and/or Literacy. Arizona. Recent documented clinical experience in area of specialization. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Paralegals: Master's degree in English or related field. Demonstrated ability to teach such courses as Introduction to English, American Literature, and/or Creative Writing. Arizona. Recent documented clinical experience in area of specialization. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Paralegals: Master's degree in English or related field. Demonstrated ability to teach such courses as Introduction to English, American Literature, and/or Creative Writing. Arizona. Recent documented clinical experience in area of specialization. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

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BLOOMSBURG UNIVERSITY

Bloomersburg, Pennsylvania

ACADEMIC POSITIONS: The School of Education and Human Development seeks applications for a tenure-track position in Special Education, beginning August 1992. Rank: assistant or associate professor. Qualified applicants will have an earned master's degree in special education, an instructional experience with students with disabilities, interest in curriculum development and program improvement, and a strong achievement or demonstrated potential for leadership in one or more of the following: instructional, collaborative efforts with general education, language development, and academic curriculum and methodology.

LYNCHBURG COLLEGE offers both undergraduate and graduate programs leading to teacher certification and master's degrees in education in many areas, including Learning and Behavior (LBD), Special Education, and Early Childhood Special Education. The College values good teaching, commitment to students, and professional growth and development. Salary and benefits are competitive. Research opportunities will begin in late April and continue until an appointment is made. Please send a vita and references to: Dr. David C. Smith, Chairman, School of Education and Human Development, Lynchburg College, 1501 Lakeside Drive, Lynchburg, VA 24001-1014.

LYNCHBURG COLLEGE is a private, coeducational, liberal arts institution of 2,300 undergraduate and graduate students. Affiliated with the Christian Church (Disciples of Christ), a liberal Protestant denomination, Lynchburg is a metropolitan community of 100,000 persons located near the Blue Ridge Mountains, 12 hours northwest of Washington, D.C. The city has a diversified economic base, excellent public schools, a mild climate, and many opportunities for recreation. Five colleges enhance its cultural life.

LYNCHBURG COLLEGE strongly encourages applications from members of minority groups.

Associate or Full Professor
Infectious Disease Epidemiologist
UNIVERSITY OF MINNESOTA

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CHAIRPERSON
Department of Practical Arts & Vocational-Technical Education
UNIVERSITY OF MISSOURI-COLUMBIA

POSITION: The Department of Practical Arts and Vocational-Technical Education at the University of Missouri-Columbia is seeking a Chairperson. The position is available on a full-time basis. The position is available on a full-time basis. The position is available on a full-time basis.

CHAIRPERSON
Department of Preventive Medicine
The University of Mississippi Medical Center - Jackson

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LYNCHBURG COLLEGE

IN VIRGINIA

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Sunny Southwest

YAVAPAI COLLEGE

Arizona

COMMUNITY COLLEGE INSTRUCTORS

Positions contingent on final approval of 92993 budget.

PRESCOTT CAMPUS:
Located in Prescott, a city of 28,000 at the edge of the Prescott National Forest, 100 miles northwest of Phoenix at an elevation of 5,300 feet. The city is the site of a post-secondary institution, Yavapai College. Qualified applicants will have an earned master's degree in special education, an instructional experience with students with disabilities, interest in curriculum development and program improvement, and a strong achievement or demonstrated potential for leadership in one or more of the following: instructional, collaborative efforts with general education, language development, and academic curriculum and methodology.

VERDE CAMPUS:
Located in the scenic Verde Valley, 100 miles north of Phoenix at an average elevation of 5,300 feet. Other Verde Valley communities include Cottonwood, Jerome, Camp Verde, Sedona, and Flagstaff. Qualified applicants will have an earned master's degree in special education, an instructional experience with students with disabilities, interest in curriculum development and program improvement, and a strong achievement or demonstrated potential for leadership in one or more of the following: instructional, collaborative efforts with general education, language development, and academic curriculum and methodology.

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The University of Maryland School of Nursing at Baltimore

Chair of the Department of Education/ Administration/ Health Policy and Chair of the Department of Maternal/ Child Nursing

The School, one of the largest in the nation, is ranked sixth among public schools in nursing and is committed to nursing research and scholarship in health care. Located in downtown Baltimore, the School enjoys interdisciplinary relationships with five other professional schools of the University of Maryland, including the School of Medicine, Dentistry, School of Public Health, and Law. Also located on the campus are the Health Sciences Library (one of eight designated regional medical libraries in the country) and the University of Maryland Medical System, which includes a 747-bed tertiary care facility, a regional National Center, a world-renowned Shock Trauma Center, and a 324-bed VA hospital under construction. The campus is recognized as a national leader in health sciences research, with \$86,000,000 in grant support in 1991.

Qualifications: Qualified applicants must hold an earned Doctorate in nursing or a related field, a Master's degree in nursing, and be eligible for licensure to practice nursing in Maryland. Significant scholarly productivity, including a proven track record in funded research and demonstrated teaching excellence sufficient to merit an appointment as associate or full professor are required. Prior teaching and administrative experience in both baccalaureate and graduate nursing programs is desirable.

Responsibilities: Department Chairs are expected to provide leadership for faculty recruitment and development, program planning and

Assistant, Associate, or Full Professor/ Cancer Epidemiologist
UNIVERSITY OF MINNESOTA

The Division of Epidemiology, School of Public Health, University of Minnesota, seeks a full-time tenure or tenure-track Assistant, Associate, or Full Professor for an academic position of teaching and research in cancer epidemiology program.

Qualifications: Specific requirements for the position are: 1) Ph.D. in epidemiology; or 2) an M.P.H. in epidemiology; and 3) other professional doctorate with an M.P.H. in epidemiology; and 4) an established interest in cancer epidemiology. Research or methodological interests in cancer epidemiology are equally acceptable, as are interests in the diagnosis and prevention of cancer. Experience in teaching and research in cancer epidemiology is required. The full-time position requires at least eight years of post-doctoral research and teaching experience. The Assistant Professor position requires at least three years of post-doctoral research and teaching experience. The Associate Professor position requires at least five years of post-doctoral research and teaching experience. The Full Professor position requires at least ten years of post-doctoral research and teaching experience. The position is available on a full-time basis. The position is available on a full-time basis. The position is available on a full-time basis.

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The University of Mississippi Medical Center - Jackson

The University of Mississippi Medical Center invites nominations for the position of professor and chairperson of the Department of Preventive Medicine. Candidates should have a Ph.D. in Preventive Medicine, a strong academic background, and a demonstrated ability to lead and develop the department. The position is available on a full-time basis. The position is available on a full-time basis. The position is available on a full-time basis.

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CHAIRPERSON

YOUNGSTOWN STATE UNIVERSITY

Youngstown State University invites nominations and applications for nine-month faculty positions in the School of Education. The number of these positions is contingent upon availability of funds. YSU is

Youngstown State University invites nominations and applications for nine-month faculty positions in the Schools/Colleges listed below. Filling of these positions is contingent upon availability of funds. YSU is a state-assisted urban institution located in northeastern Ohio, and/or numerous cultural and recreational resources of a large metropolitan area. It has an enrollment of approximately 15,000, and wide variety of academic programs. Its 400 full-time faculty, including department chairs, services seven colleges and schools.

Unless noted otherwise, the following positions are available Fall Quarter 1992 (September 15)

COLLEGE OF ARTS AND SCIENCES

Health and Physical Education. Instructor or Assistant Professor. Master's in Exercise Science or related field, college teaching experience and ACSM Health/Fitness Instructor certification. Preference is candidates with Ph.D. and proven expertise in one or more of the following: Athletic Training, Techniques of Coaching, Track and Field, Golf, Archery and/or Fencing.

Philosophy and Religion Studies. Assistant Professor. Areas of competence as many as possible: multi-

Religion and Ethics, New Testament, World Religions, History of Christian Thought, and Religion and Society. Doctorate in religion or theology, area of specialization open, but within broad areas of competence, strong teaching record and publication potential preferred.

Apply by June 1, 1992 to Dr. Thomas A. Shipka, Chair.

Political Science, Instructor or Assistant Professor. Duties include teaching introductory American Government

Apply by May 18, 1992 to: Dr. Peter A. Baldino, Chair

Secondary Education. Assistant Professor. Divines and directs teaching undergraduate intermediate courses and supervising field and clinical experiences, teaching graduate courses in curriculum theory and development, supervision, instruction of curriculum. Doctorate with specialty in field related to teacher education; five years of teaching experience or equivalency; interest and knowledge of critical selectivity preferred; evidence of potential for scholarship in area related to teacher education, curriculum, instruction or critical selectivity.

Apply by May 18, 1992 to: Dr. Donna J. McNerry.

Special Education. Assistant Professor. Duties include teaching classroom management and methods in a field practicum in teacher certification programs for mildly disabled children, and other upper level and graduate courses.

in areas of expertise, and supervising student teachers. Doctorate in Special Education, three years' learning experience with learning disabled and/or mentally retarded children; strong commitment to field-based/clinical teacher education; demonstrated interest in research; collaborative and/or regular education experience desirable; expertise in ECSE, G/T and technology desirable.

Apply by May 18, 1992 to: Dr. Jack D. Damsurg, Chair.

COLLEGE OF FINE AND PERFORMING ARTS

Muscle. Three positions: Instructor or Assistant Professor. All positions require Master's degree, musical aptitude preferred. For one position, duties include teaching studio voice and direct productions of the University Opera. Requires documented evidence of successful teaching at college level and outstanding vocal performance. Significant experience in all aspects of opera performance and production. For second position, duties include teaching studio voice and directing musical productions. Requires documented evidence of successful teaching at college level and outstanding vocal performance. For third position, duties include teaching graduate and undergraduate theory and electronic music. Requires multi-instrumental, progressive individual teaching strengths in some of the following areas: ethnomusicology, jazz studies, music business, music management, music technology, music education, music history, music theory, music psychology, music therapy, music medicine, music and health, music and aging, music and disability, music and social issues, music and culture, music and environment, music and industry, music and law, music and politics, music and religion, music and science, music and technology, music and the arts, music and the community, music and the media, music and the marketplace, music and the public, music and the profession, music and the world.

documented evidence of successful audio teaching at college level, outstanding performance qualities, and demonstrated ability to recruit and retain students; preference to candidate with among background in music education.

Spanish Communication and Theatre. Instructor or Assistant Professor. Duties include teaching variety of Telecommunications courses: basic scriptwriting, performance and production, advanced courses in theory of research, new communication technologies and public/private policy and supervising instructional facilities (audio/

visual studies), EPI and/or PC-networked data systems, PACE in mass communication (print, radio, TV, Master's); minimum of three years' college teaching and/or professional media experience; should have record of previous experience in scholarly presentation and publication.

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

experience and education in court reporting. Doctorate preferred.

Apply by May 18, 1992 to: Dr. A. Bari Latief, Chair.

Sociology, Anthropology and Social Work Assistant Professor. Some future research topics including Ph.D. in sociology, ABDs expecting Ph.D. in very near future will be considered; preferred are concentration in complex organization, gerontology, minority groups, political and urban sociology, civil

COLLEGE OF EDUCATION

Counseling. Assistant Professor. Duties include teaching courses in counseling and community counseling programs, advisement and supervision of counseling practice and internships and participation in ongoing departmental planning and development. Doctorate in Counseling and Guidance from University of Illinois at Chicago.

Educational Administration. Associate or Assistant Professor. Earned doctorate in Educational Administration. Labeled clinical supervisor in education/supervision and/or

or related field, successful experience in one or more senior level positions demonstrating professional competence (e.g., assistant superintendent, etc.); university teaching experience, publication, and experience on dissertation committees.

Elementary Education and Reading. Two positions (one temporary). Assistant Professor. Duties include teaching campus and field-based undergraduate and graduate courses in elementary/middle school education, supervising graduate students and developing curricula. Doctorate preferred; three years' elementary/middle school teaching experience required; strong potential in research and scholarship; commensurate service education experience a plus. Send resume and references to: Department of Education, 1000 University of South Florida, Tampa, FL 33620.

education; university/college learning experience desirable. For the position, emphasis in social studies education; applicants with background in Middle Childhood Education especially encouraged to apply. For the position, emphasis in science education; applicants with background in Science especially encouraged to apply.

Salaries are competitive. Applicants should send (1) a letter of interest, (2) a current résumé, (3) an official transcript, and (4) the names, addresses and telephone numbers of three references to:

Youngstown State University
410 Wick Avenue

YOUNGSTOWN STATE UNIVERSITY
Youngstown, OH 44555
YSU IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER.

...the ...

ULSTER COUNTY COMMUNITY COLLEGE

Ulster County Community College, a public two-year college located in the scenic mid-Hudson Valley, is seeking applications for anticipated administrative and entry-level instructional faculty positions. Faculty members are required to actively supervise lab, act as academic advisors, and serve on faculty committees.

Coordinator of Career Development—beginning September 1992 to develop and administer a career program for job development and placement for students and community members. Bachelor's degree required, master's degree plus three years' experience with training in education and/or vocational programs. Must have degree in Social Work, Higher Education Administration, Education, Counseling or related field; experience with supervision, working with disadvantaged, and working in a college setting required.

Coordinator of PACE Program—beginning January 1992 to implement and administer PACE program by working with College and local Social Services department in assisting qualified students to successfully complete college programs. Master's degree in Social Work, Higher Education Administration, Education, Counseling or related field; experience with supervision, working with disadvantaged, and working in a college setting required.

Instructor of Business—beginning July 1992 semester to teach accounting, microcomputer applications, and other related business courses. Master's degree in Business and related field and practical experience in accounting and microcomputer applications are required. Training experience and CPA certification are preferred.

Instructor of Biology—beginning July 1992 semester to teach anatomy, physiology and general biology. Master's degree in science field required. Teaching experience preferred.

Salary range mid to upper \$20,000's depending on education and experience. Excellent benefits package. For best consideration, send resume with cover letter to Personnel Services, Wardsville Hall, Ulster County Community College, 1000 West New York 12489 by May 15, 1992. Open until filled. Notices of unsuccessful new hires are encouraged to apply. AA/EEO.

QUALITY UNDERGRADUATE TEACHING

Liberal Arts College

If you want to teach, there's a college that wants you to teach first generation college students. Pikeville College. Terminal degrees and experience preferred. Anticipated openings for the 1992-93 academic year include:

- Computer Science
- Developmental Reading and English
- Elementary Education
- Librarian/Reference
- Mathematics
- Physics with graduate minor in Mathematics

Send resume, transcripts, and letters of recommendation to:
Dean of the College
Pikeville College
Pikeville, Kentucky 41501
(606) 437-3464, EOE

COME JOIN US ON THE MOUNTAIN TOP

Suffolk Community College

Suffolk Community College, a multi-campus institution on eastern Long Island, anticipates the following positions for Fall 1992:
Marine/Oceanography Faculty: Master's in biology or marine biology, teaches water in oceanography and is concerned in human biology, college teaching exp. preferred.

Chemical Dependency Counselor: Master's in health-related area, certification as Certified Alcoholism Counselor (C.A.C.), 3-5 yrs. clinical exp. req'd. College teaching preferred.

Assistant Dean of Instruction (General): Teaching, administrative exp., liaison with the community, supervision of faculty, coordination of instructional programs, evaluation of faculty, supervision of student activities, coordination of programs with community.

Assistant Dean for Applied Science/Technology: Master's in science, administrative exp., liaison with the community, supervision of faculty, coordination of programs with community, evaluation of faculty, supervision of student activities, coordination of programs with community.

Applications will be reviewed until positions are filled. Apply to AF-1000, Suffolk Community College, 1000 West New York 12489, Suffolk, NY 11784. An AA/EEO employer.

Assistant Professor of Education: Master's in education, 3-5 yrs. experience in teaching, supervision of faculty, coordination of programs with community, evaluation of faculty, supervision of student activities, coordination of programs with community.

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Georgia Institute of Technology in Atlanta, Georgia

announces a position available AY 1992-93

Director, Division of Fine Arts

The Director of the Division of Fine Arts will be administrative and academic head of the Division of Fine Arts, charged with implementing a comprehensive plan for promoting the arts on campus and coordinating the various departments in the Division. The Director will develop and oversee the Division's budget and coordinate the Division's efforts in funding for new and existing programs and assist with their growth and development. The Division's programs include: visual arts, music, dance, theater, and film. The Division's programs are designed to provide a high quality education and to provide a high level of service to the campus community.

Qualifications: The candidate must have a Ph.D. in Fine Arts or a related field, and must have at least five years of experience in a similar position. The candidate must also have a strong background in administration and must be able to work effectively with a diverse group of people.

Salary: The salary for this position is \$40,000 per year. The salary is based on the candidate's experience and qualifications.

Application: Send resume and letters of recommendation to the Director of the Division of Fine Arts, Georgia Institute of Technology, 270 North Avenue NE, Atlanta, GA 30332-0435. Phone: (404) 893-5952.

PAINE COLLEGE

Augusta, Georgia

English Teacher-track, nine month position, Ph.D. with demonstrated teaching experience. Candidates with specialty in Speech and Writing. Experience in writing highly desirable. Salary will be negotiated depending on qualifications.

Biological Teacher-track, nine month position, Ph.D. with demonstrated teaching experience. Candidates with specialty in Plant and/or Animal Biology. Experience in writing highly desirable. Salary will be negotiated depending on qualifications.

Library Director: M.S. from an A.A.A.-accredited institution at least 3 years of experience in a similar position. Must have a strong background in library administration and must be able to work effectively with a diverse group of people.

Send resume, transcripts, and letters of recommendation to:
Dean of the College
Paine College
P.O. Box 1000
Augusta, Georgia 30901

COME JOIN US ON THE MOUNTAIN TOP

University of Guam

The University of Guam solicits applications to establish a list of applicants for the following term: non-tenure track, full-time position (three-year appointment):

EXTENSION AGENT II
\$40,000-\$50,000 per annum
Minimum Qualifications: A Master's degree in Agricultural Marketing or closely related field is required. Desirable Qualifications: Undergraduate degree in Agriculture, Horticulture, Ag. Marketing, Ag. Economics or related field; experience in Tropical Agriculture; experience in Extension.

Qualifications: The candidate must have a Ph.D. in a related field, and must have at least five years of experience in a similar position. The candidate must also have a strong background in administration and must be able to work effectively with a diverse group of people.

Salary: The salary for this position is \$40,000 per year. The salary is based on the candidate's experience and qualifications.

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PALOMAR COMMUNITY COLLEGE DISTRICT

WORK WITH THE BEST

Director of the Library/Media Center and Educational Technology: The Director of the Library/Media Center and Educational Technology will be responsible for the management and administration of the Library/Media Center and Educational Technology. The Director will develop and oversee the Division's budget and coordinate the Division's efforts in funding for new and existing programs and assist with their growth and development.

Qualifications: The candidate must have a Ph.D. in a related field, and must have at least five years of experience in a similar position. The candidate must also have a strong background in administration and must be able to work effectively with a diverse group of people.

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RADFORD UNIVERSITY

Director of Academic Computing

The Director of Academic Computing will be responsible for the management and administration of the Academic Computing. The Director will develop and oversee the Division's budget and coordinate the Division's efforts in funding for new and existing programs and assist with their growth and development.

Qualifications: The candidate must have a Ph.D. in a related field, and must have at least five years of experience in a similar position. The candidate must also have a strong background in administration and must be able to work effectively with a diverse group of people.

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FUNDRAISER

Executive Director of Development

The Executive Director of Development will be responsible for the management and administration of the Development. The Executive Director will develop and oversee the Division's budget and coordinate the Division's efforts in funding for new and existing programs and assist with their growth and development.

Qualifications: The candidate must have a Ph.D. in a related field, and must have at least five years of experience in a similar position. The candidate must also have a strong background in administration and must be able to work effectively with a diverse group of people.

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LEADERSHIP OPPORTUNITIES

in Central California

Director of College Activities - Fresno City College

The Director of College Activities will be responsible for the management and administration of the College Activities. The Director will develop and oversee the Division's budget and coordinate the Division's efforts in funding for new and existing programs and assist with their growth and development.

Qualifications: The candidate must have a Ph.D. in a related field, and must have at least five years of experience in a similar position. The candidate must also have a strong background in administration and must be able to work effectively with a diverse group of people.

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Application: Send resume and letters of recommendation to the Director of the Division of Fine Arts, Georgia Institute of Technology, 270 North Avenue NE, Atlanta, GA 30332-0435. Phone: (404) 893-5952.

Admission: The candidate must have a Ph.D. in a related field, and must have at least five years of experience in a similar position. The candidate must also have a strong background in administration and must be able to work effectively with a diverse group of people.

Salary: The salary for this position is \$40,000 per year. The salary is based on the candidate's experience and qualifications.

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Drexel University

DIRECTOR OF UNDERGRADUATE ENROLLMENT

Drexel University seeks applications for the position of Director of Undergraduate Enrollment (including freshmen and transfer students). The Director will report to the Vice President for Enrollment Management and will manage one of the major components of the University's enrollment program (the lines focusing on part-time and graduate students).

Drexel is a private university. Founded in 1891, a pioneer in cooperative education since 1919, Drexel offers one of the largest co-op programs in the nation. The University awards bachelor's, master's and doctoral degrees and comprises six colleges and one School of Business Administration, Engineering, Information Studies, Nursing, College of Arts and Sciences, and the Evening and University College. Total enrollment in fall 1991 was more than 35,000, with 25 percent of the total enrolled in undergraduate programs.

The successful candidate should demonstrate competence in the following areas:

- Overall and supervisory responsibility for the activities of a professional staff and a support staff.
- Ability to capitalize upon Drexel's uniqueness as a technologically oriented institution with a strong commitment to career preparation as evidenced by its liberal arts colleges and its cooperative education.
- Identifying and assessing student markets and developing communication materials and strategies.
- Utilizing faculty and alumni in the enrollment process.
- Developing and managing programs to attract a diverse student population.

Candidate must have at least four years of professional experience, preferably at the director's level. Candidates with particularly compelling experience in the indicated areas as the second-in-command in a large enrollment organization can be considered. A master's degree is preferred.

Review of applications for the Director will begin on May 4, 1992. In addition to a resume and the names, address and telephone of three references, candidates should submit a letter indicating the characteristics listed above. The candidate should also provide copies of the work for sample, phone, resume, or communication materials, which would indicate the candidate's experience. The candidate would be required to participate in the interview process.

Please submit materials to:

Diana Hackney
Enrollment Management
Drexel University
32nd and Chestnut Streets
Philadelphia, PA 19104

Drexel University is an equal opportunity, affirmative action university.

EXAMINATIONS DIVISION

At the American Institute of Certified Public Accountants, our Examinations Division offers an excellent professional opportunity. CPAs are asked in the preparation of the Uniform CPA Examination.

The successful candidate will have a proven technical background and extensive experience in auditing, accounting principles and practices as well as excellent communication skills. The ability to work well with professional colleagues is essential. Advanced degree required, Ph.D. preferred.

We offer a growth oriented professional environment and visibility of national scope, plus a competitive salary and benefits. Send your resume, including salary requirements, to: Accounting Administrator, Human Resources Dept. 10444.

AICPA
American Institute of Certified Public Accountants
1211 Avenue of the Americas
New York, NY 10020
An equal opportunity employer
This division will relocate to Jersey City, NJ Summer 1992

Health Policy Analysis/Associate Professor
The School of Public Health and Community Medicine, University of California, San Francisco, is seeking a permanent faculty member in the area of health policy analysis. The successful candidate will have a Ph.D. in a related field and a strong background in health policy analysis. The position involves teaching and research in health policy analysis, and the successful candidate will be expected to develop and lead a research program in health policy analysis. The position is located in the School of Public Health and Community Medicine, University of California, San Francisco. The successful candidate will have a Ph.D. in a related field and a strong background in health policy analysis. The position involves teaching and research in health policy analysis, and the successful candidate will be expected to develop and lead a research program in health policy analysis. The position is located in the School of Public Health and Community Medicine, University of California, San Francisco.



DIRECTOR INDIANA UNIVERSITY CENTER ON PHILANTHROPY

Indiana University-Purdue University at Indianapolis (IUPUI) seeks a Director for the IU Center on Philanthropy to replace current Director Robert Patton and to oversee the Center's administrative and programmatic activities.

The Center on Philanthropy is a comprehensive, academic, research and public service unit of the IU Center for Social and Public Administration. The Center's mission is to advance the study of philanthropy, research, and public service, and to provide a broad range of interdisciplinary activities throughout the IU Center system and in cooperation with other colleges, universities, professional organizations, and scholarly associations.

Candidates should have appropriate academic credentials and experience relevant to the intellectual work of the Center and administrative credentials and experience relevant to the development of the Center.

The committee will begin reviewing materials on September 1, 1992. Nominations and applications will be accepted until the position is filled. Nominations and applications should be directed to:

Don Newman, Editor
Committee for Director of the IU Center on Philanthropy
IU School of Liberal Arts
1400 West 10th Street
Indianapolis, IN 46202-5194

Indiana University is an equal opportunity employer and actively seeks applications from all qualified persons, whatever their sex, race, religion, national origin, age, or handicap.

ASSISTANT DIRECTOR Auxiliary Enterprises

The University is seeking an individual to assist the Director in the overall management and direction in carrying out functional duties and should be self-starter, have proven administrative skills. Applications should be submitted to the Director of Auxiliary Enterprises, 1466 University Avenue, University of Florida, Gainesville, FL 32611. The successful candidate will have a minimum of five years of experience in a similar position, and will have a strong background in business and financial management. The position involves overseeing the operations of the University's auxiliary enterprises, including the University Book Store, the University Press, and the University Printing Plant. The successful candidate will have a minimum of five years of experience in a similar position, and will have a strong background in business and financial management.

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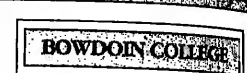
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ADMISSIONS OFFICER COORDINATOR—STUDENTS OF COLOR RECRUITMENT

Bowdoin College seeks applications for an Admissions Officer/Coordinator—Students of Color Recruitment. The successful candidate will have a minimum of five years of experience in a similar position, and will have a strong background in business and financial management. The position involves overseeing the operations of the University's auxiliary enterprises, including the University Book Store, the University Press, and the University Printing Plant. The successful candidate will have a minimum of five years of experience in a similar position, and will have a strong background in business and financial management.

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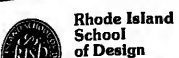
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Rhode Island School of Design DIRECTOR OF CONTINUING EDUCATION

Nominations and applications are invited for the position of Director of Continuing Education. The successful candidate will have a minimum of five years of experience in a similar position, and will have a strong background in business and financial management. The position involves overseeing the operations of the University's auxiliary enterprises, including the University Book Store, the University Press, and the University Printing Plant. The successful candidate will have a minimum of five years of experience in a similar position, and will have a strong background in business and financial management.

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UNIVERSITY OF FLORIDA College of Business Administration

DIRECTOR OF DEVELOPMENT & ALUMNI AFFAIRS

The University of Florida and the College of Business Administration are seeking applications and nominations for the position of Assistant Dean for Development and Alumni Affairs. The successful candidate will have a minimum of five years of experience in a similar position, and will have a strong background in business and financial management. The position involves overseeing the operations of the University's auxiliary enterprises, including the University Book Store, the University Press, and the University Printing Plant. The successful candidate will have a minimum of five years of experience in a similar position, and will have a strong background in business and financial management.

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Send resume including

WRIGHT STATE
UNIVERSITY LIBRARIES

3. Need, Acquisitions Department.

RESPONSIBILITIES: Provide, creative and energetic, leadership for a department of librarians and a support staff. Administer acquisitions department for health sciences and academic libraries. Expend library materials budget (\$2 million, 1991-1992). Manage conversion of serials records from manual files.

QUALIFICATIONS: ALA-accredited MLS or master's degree in related field and 2 yrs. acquisitions experience required. Preferred: 4 yrs. increasing responsibility and experience in an academic or health sciences library acquisitions department; successful supervisory experience and excellent interpersonal skills; experience monitoring library materials budgets; experience with automated library systems; noteworthy involvement in a number of research projects. Salary range \$36,000-\$48,000.

Send application letter, résumé, and the names of 5 current references to:
Barbara Winters, Associate University Librarian for Central Services,
126 Dunham Library, Wright State University, Dayton, Ohio 45435.

2. Head, Reference and Research Services, Furdland Health Sciences Library

RESPONSIBILITIES: Manage and direct five full-time staff members in reference desk service, online database searching, user education, and the Computer Education Center. Serve as member of library department head committee and as the department's liaison to the hospital.

QUALIFICATIONS: ALA-accredited MLIS or master's degree in related field required. *Preferred:* Three years' professional experience in Reference in academic or medical library. Competency in library technology applications, including online searching, database searching, and use of CD-ROMs, online search services, microcomputers applications, and use of the Internet. Member of Association of Health Information Professionals. Salary range \$16,000-\$20,000.

ENVIRONMENT: The University Libraries consists of the Dunbar Academic Library and the Pordham Health Sciences Library. Wright State University has 17,000 students and offers a comprehensive program of study including 150 baccalaureate and 50 master's degrees. Dayton, a metropolitan area, with 1 million people, features a diverse diversity of ethnicities, languages, cultures, and a rich history. Wright State is centrally located for OhioLINK and will be one of the first libraries to implement this statewide library system. The Acquisitions Department processes materials for both the academic and health sciences libraries, with the specimens distributed in both buildings.

Benefits include 22 days' vacation and 10 holidays, health and dental plans, paid individual and family group life insurance, and paid-term life insurance. All positions available upon request. Application review will begin June 1.

Wright State University is an AA/EEO employer.

EXECUTIVE OFFICER

Dean of Students

Serves as the chief financial and business affairs officer for on-campus reporting to the Dean of Students. Involvement in sports, athletics, health services, student housing, and recreational programs! Master's degree and 5 to 7 years fiscal management experience or the equivalent. MBA preferred. Direct professional experience in higher education and experience with computerized information systems are highly desirable. Budget planning, management, and negotiating skills are essential. Review of applications will begin on May 15, 1990.


EXECUTIVE OFFICER
Dean of Students

Serves as the Chief Financial and business affairs officer for areas reporting to the Dean and includes: budgeting, facilities, health services, student housing, and recreational programs. Master's degree and 5 to 7 years legal management experience or the equivalent. MBA preferred. Graduate and professional experience in higher education and experience with computerized information systems are highly desirable. Responsibilities: planning, managing, and organizing the college's financial, purchasing, management, and organizational life of application. Review of applications will begin on May 22 and will continue until the position is filled. Send resume and references to: Dean Eugene C. Dean Ngina Lyford, Chair of Executive Officer Search Committee, 4000 Lakeside Drive, Dartmouth College, Hanover, New Hampshire 03755.

position is closed. Send letter of application and resume to: Dean Regina Lythcott, Chair of Executive Officer Search Committee, 6003 Parkhurst Hall, Room 311, Dartmouth College, Hanover, NH 03755-3529.

Where you and your education are challenged to grow!

Dartmouth College



at the Phillips, Academy, 820, 264, 827, 828. A bachelor's degree in physical chemistry or an M.S. degree in chemistry is required for admission. Admission is selective. A minimum SAT score of 1200 is required. Information is available for admission to the college. Information is available for admission to the college. Information is available for admission to the college.

to apply at any Adams State Employment Office. For more information, refer to job order.

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Phylogenetic Lectures. **Phylogeny.** M.S. in zoology with a concentration in phylogenetics. The student will gain knowledge of: mammalian, canine, and feline phylogenies; evolutionary relationships among various groups of mammals; and the use of molecular techniques to study phylogenetic relationships. The student will also gain knowledge of the history and development of the field and the importance of phylogenetics in understanding the evolution of life on earth. **Prerequisites:** Biology 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896,

DEAN OF ADMISSIONS AND ENROLLMENT MANAGEMENT

CORNELL COLLEGE
Mount Vernon, Iowa

Cornell College invites applications and nominations for the position of Dean of Admissions and Enrollment Management.

The Position

The Dean of Admissions and Enrollment Management is a cabinet level position with faculty status reporting directly to the President. The Dean is responsible for admissions, recruiting, marketing, financial aid, and retention. The college offers a competitive salary and benefits package.

Preferred Qualifications

Cornell seeks candidates who have skills in marketing and communications, research and data analysis, planning and organizing, budget management, and a working knowledge of student financial aid policies and procedures. Several years of experience, preferably in private college admissions work at an institution that has an orientation to the comprehensive enrollment management approach, are required. Strong interpersonal skills and the ability to operate within a team-oriented environment are essential.

The College

Cornell College is a private, residential liberal arts college with 1100 students. The college is affiliated with the United Methodist Church and is a member of the Associated Colleges of the Midwest (ACM). Cornell is located in Mount Vernon (population 3800), 18 miles east of Cedar Rapids and 20 miles north of Iowa City. The campus includes 37 buildings on 100 wooded acres and is listed on the National Register of Historic Places. Cornell is known for its innovative "Open-Course-At-A-Time" calendar and enjoys an excellent academic reputation regionally and nationally. The diverse student body comes from over 40 states and about 16 foreign countries with approximately one-fourth from Iowa.

Application Procedure

A letter of application, resume, and names of three references should be sent to: Dean of Admissions and Enrollment Management, Cornell College, 600 First Street West, Mount Vernon, Iowa 52354-1088. Consideration of applications will begin on May 4, 1992. The position will be available August 1, 1992.

Cornell College

Established in 1855 • Mount Vernon, Iowa

Cornell College is an Equal Opportunity/Affirmative Action employer and encourages applications from women and minority candidates.

DEAN OF THE FACULTY

Colby-Sawyer College invites applications and nominations for the position of Dean of the Faculty, who will serve as the college's Chief Academic Officer. The college is seeking a Dean who demonstrates a love for teaching and student involvement with faculty, staff, students and campus life.

Colby-Sawyer serves 500 students. The 154-year-old college, which is located in New London, New Hampshire, is the heart of the scenic Lake Umbagog nation, has gained national recognition for its innovative increases in enrollment and its successful transition from a women's to a coeducational college.

Education at Colby-Sawyer is characterized by close, meaningful faculty-student interactions, personalized classes, and a liberal arts curriculum which emphasizes the liberal arts with practical career preparation.

Colby-Sawyer seeks a Dean of the Faculty who has demonstrated leadership, vision, and administrative skills to work closely with the faculty in developing a curriculum for the 21st century. The Dean must have a strong understanding of the liberal arts and a commitment to the liberal arts and sciences. The Dean must have a strong understanding of the liberal arts and a commitment to the liberal arts and sciences.

Colby-Sawyer offers a competitive pay and benefits package. We will consider applications immediately and will continue to accept packages until a suitable candidate is found.

Colby-Sawyer College
c/o Educational Management Services
2 William Lane
Post Office Box 702
Northbrook, Illinois 60062-0702

Colby-Sawyer College is an Equal Opportunity Employer, as is Educational Management Services.

CHAPMAN UNIVERSITY

DEAN OF STUDENTS

Chapman University invites nominations and applications for the position of Dean of Students.

The Dean of Students reports directly to the Vice President for Enrollment and Student Life and provides leadership and management for all activities of the Student Life Division. The Dean has supervisory responsibility for Academic Support Services, Campus Activities and Organizations, Campus Ministry, Career Services, Counseling, Health Services, Housing, and Dining Services. The Dean is responsible for the development and implementation of policies and procedures for the Student Life Division.

Candidates must have an advanced degree, preferably a doctorate in student affairs, and a minimum of five years of experience in student affairs. The candidate must have a strong understanding of the liberal arts and a commitment to the liberal arts and sciences. The candidate must have a strong understanding of the liberal arts and a commitment to the liberal arts and sciences.

Chapman University is a comprehensive institution with about 5,000 students pursuing degrees at the baccalaureate or master's level at its Orange campus and at its Academic Center. The University was founded by and is affiliated with the Christian Church, Disciples of Christ. Chapman has a 137-year history of providing educational opportunities to students of all backgrounds. The City of Orange residential campus is 35 miles south of Los Angeles and serves as the academic setting for about 2,300 students. The Student Life Division serves primarily high Orange student population.

Review of applications and nominations will begin on April 24, 1992, and will continue until a successful candidate is identified. Applications must include a letter of application, current resume, and five references. Applications should be sent to: Dean of Students, Chapman University, 1000 University Avenue, Orange, California 92668.

Chapman University is an Affirmative Action Employer and welcomes applications from members of traditionally under-represented groups.

Two copies of your resume required. An employer paid.

Research/Chemistry Research Assistant position. Review and perform important experiments to investigate chemical reactions and mechanisms. The position involves the use of various chemical techniques and equipment. The position is located in the Chemistry Department at the University of California, San Diego.

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POMONA COLLEGE

Admissions Counselor & Assistant Dean of Admissions

Pomona College announces two positions in the Office of Admissions.

The college seeks an admissions counselor and an assistant dean who will contribute fully to the operations of the office and who will include among their responsibilities recruitment travel and planning, special programs, and other duties. The college seeks individuals who are enthusiastic, energetic, and have a strong understanding of the liberal arts and a commitment to the liberal arts and sciences.

Responsibilities to be divided among the new appointees include work in institutional research, database development, extensive travel, and other duties. The college seeks individuals who are enthusiastic, energetic, and have a strong understanding of the liberal arts and a commitment to the liberal arts and sciences.

Candidates must have a bachelor's degree and a strong understanding of the liberal arts and a commitment to the liberal arts and sciences. The candidate must have a strong understanding of the liberal arts and a commitment to the liberal arts and sciences.

Pomona College is a highly selective, coeducational, independent liberal arts college enrolling 1,375 students. As the leading member of the Claremont Colleges, Pomona is a leader in the liberal arts and sciences. The college is located in Claremont, California, and is a member of the Associated Colleges of the South.

A letter of interest and resume should be submitted by May 15, 1992.

Dr. J. P. Pech
Dean of Admissions
Pomona College
330 N. College Avenue
Claremont, CA 91711-4312

Pomona College is an Equal Opportunity Employer and encourages applications from women and minority candidates.

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UNIVERSITY OF WISCONSIN

PROVOST

THE UNIVERSITY OF WISCONSIN is comprised of three regionally accredited, comprehensive public institutions, a branch campus at Platteville, Wisconsin, and a branch campus at Stevens Point, Wisconsin.

The University of Wisconsin seeks a Provost who will be responsible for the overall administration of the academic program and the management of the University's financial resources. The Provost will be responsible for the overall administration of the academic program and the management of the University's financial resources.

Candidates must have a doctorate in a field related to higher education and a minimum of five years of experience in higher education. The candidate must have a strong understanding of the liberal arts and a commitment to the liberal arts and sciences.

The University of Wisconsin is an Equal Opportunity Employer and encourages applications from women and minority candidates.

Two copies of your resume required. An employer paid.

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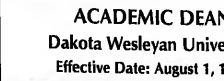
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DAKOTA WESLEYAN UNIVERSITY

ACADEMIC DEAN

Dakota Wesleyan University is seeking a candidate for the position of Academic Dean.

The Academic Dean reports directly to the Executive Vice President and is responsible for the overall administration of the academic program and the management of the University's financial resources.

Candidates must have a doctorate in a field related to higher education and a minimum of five years of experience in higher education. The candidate must have a strong understanding of the liberal arts and a commitment to the liberal arts and sciences.

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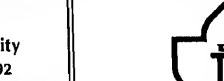
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NORTH CENTRAL COLLEGE

VICE PRESIDENT FOR ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS

North Central College seeks an energetic and experienced leader for its undergraduate student recruitment and retention efforts.

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Chairman, Search Committee
Director of Data Systems Management
Jacksonville State University
Room 329 Bibb Graves Hall
Jacksonville, Alabama 36265

End Paper

The People Who Made Hitler Possible



"AS FAR AS WE ARE CONCERNED WE HAVE BURNED OUR BRIDGES BEHIND US. WE WILL GO DOWN IN HISTORY AS THE GREATEST STATESMEN OR AS THE GREATEST CRIMINALS." GOEBBELS IN DAS REICH NOV. 14, 1943

"SID CHAFETZ" BY SID CHAFETZ

I AM A SECOND GENERATION AMERICAN, an artist, and a Jew. I saw combat in World War II and knew first hand the evils of Nazism and the need to defeat its policies of world domination and genocide. For years I have struggled with the question of how I, as an artist, could deal visually with the atrocities of the Third Reich in a meaningful way. It was frustrating because I believe nothing could equal the truths of documentary, still, and motion-picture photography that revealed the horror of the camps and victims.

In 1990, after extensive research on the Nazi era, "Perpetrators" began to take shape. Rather than depicting victims, I decided to portray the people who made Hitler possible. I began to focus mainly on a representative group of men who helped Hitler to power and implemented his policies.

These perpetrators came from every facet of life: law, education, the military, industry, finance, medicine, religion, science, journalism, and art. They were mainly men of position and education.

By using period photographs, together with biographical text as integral to the drawn portraits, I satisfied the twin poles of my aesthetic and didactic interests: work that achieves a formal coherence and at the same time has educational impact. It is my hope to provoke the audience to think critically about the present by remembering a past when a single tyrant was joined by a cadre of men in perpetrating evil across the world.

"The Perpetrators," an exhibition of 43 drawings and lithographs and a series of three-dimensional works by Sid Chafetz, emeritus professor of art at the Ohio State University, will be at the Upper Arlington Municipal Center, Columbus, through June 15. The exhibition, organized by the municipal center, will then travel to other places, including the Miami University Art Museum, Oxford, Ohio (March-May 1993). The text above is excerpted from the artist's statement for the exhibition.

BUCKLE UP, AMERICA!

Information Technology

Free-Net Helps Case Western Fulfill Its Community-Service Mission

When residents of the Cleveland metropolitan area want information, they call up the Free-Net. No matter what they are seeking—answers to questions about AIDS, the telephone number of their Congressman, Bill Clinton's views on education—the community computer network will probably have the information.

The Cleveland Free-Net is an electronic system with data bases in more than 350 areas, including arts, education, government, health, law, and recreation. The system offers users electronic mail, discussion groups, and ask-a-expert services, as well as databases of community events, directories, and the like.

Available 24 Hours a Day

Anyone with a computer and a modem can gain access 24 hours a day without charge to any information or service on the network. For those who do not have computers at home, at school, or in their offices, machines are available in the public library.

The Cleveland Free-Net, the nation's first public computer system, has been operated by Case Western Reserve University since 1986.

"The university has teaching and research and community service as its missions," says Thomas H. Grundner, director of the university's community telecomputing laboratory, who developed the network. "One area where the university was remiss is community service."

"We took the information service we had and, instead of keeping it turned in on the university, turned it out on the community."

Case Western Reserve's success with community computing prompted the university to start Medina County Free-Net, a rural extension of the Cleveland system. Other institutions have developed similar systems. Youngstown State University started the Youngstown Free-Net. Bradley University operates the Heartland Free-Net, and the University of Cincinnati sponsors Tri-State On-Net.

Today, says Mr. Grundner, institutions in 20 other communities in the United States and abroad have established committees to organize networks. He expects 10 more to go on line this year.

In 1989 Mr. Grundner established the National Public Telecomputing Network to turn the community networks into a nationwide system. The non-profit organization, which is not affiliated with Case Western Reserve, is modeled after National Public Radio and the Public Broadcasting Service.

"Humble Bulletin Board"

"We're at a point in this country where computer literacy is high enough and equipment is cheap enough that you are now starting to see a demand for the development of free public-access community computer systems," says Mr. Grundner, the president of NPTN. "We want to give the community access to technology."

Cleveland Free-Net dates to fall

1984, when Mr. Grundner, who was working for the Department of Family Medicine, set up a computer bulletin board to stay in touch with the clinics around town where his students were being trained. Citizens found the bulletin board and began posting messages.

"I had all these lay people crashing my humble bulletin board," Mr. Grundner says. "They saw physicians all over the place and started posting medical questions. Some physicians would see them and answer."

Mr. Grundner set up a more sophisticated bulletin board, which he called St. Silicon's Hospital and Information Dispensary, and wrote

an interactive computer program called "Duc in the Bus." The program let Cleveland residents call in by modem to the bulletin board and leave questions. These were answered within 24 hours by a board-certified family physician.

"The system blew off the wall. We were running back-to-back calls," Mr. Grundner remembers.

St. Silicon's became the Cleveland Free-Net in 1986. The system, which soon had more than 7,000 users in the metropolitan area, handled between 500 and 600 calls a day on 10 telephone lines.

Three years later, Case Western Reserve expanded the Free-Net to 48 lines and connected it to the

campuswide information system and to the Internet, a global network of networks.

Today, the Cleveland Free-Net is a major communications and information resource for northwestern Ohio. It has 30,000 registered users, about 3,000 of them university students. Its 88 telephone lines handle 6,500 calls a day.

Volunteer Help Is Important

Mr. Grundner says the key to operating a successful community network is volunteer help. "Everything that appears on the computer is there, because there are individuals or organizations in the community who are prepared to contribute their time, effort, and expertise to place it there and operate it," he says.

The Cleveland network is run by about 300 volunteer systems operators, called "sysops." For the most part, they are professionals—doctors, lawyers, and educators—or hobbyists who are expert in some particular area.

Mr. Grundner says the Free-Net has introduced many people to telecommunications who would not otherwise have had an opportunity to get involved. "We draw as many users out of the demographically blue-collar areas of the city as we do out of the wealthier sections," he says. "If telecomputing is to succeed, you have to penetrate the blue-collar classes."

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Government & Politics

Does Education Act Offer an Undeserved Bonanza or a Disappointment to Middle-Class Families?

A classic debate rages; some observers warn that low-income families will be the losers

By THOMAS J. DeLOUGHRY

President Bush's promise to lend \$25,000 to any American who wants to pursue higher education or job training may be good at only 50 colleges and trade schools.

The Administration has released few details about the proposal that Mr. Bush introduced this month on a visit to Pennsylvania. He said then that the loans would be made through the Student Loan Marketing Association and be repaid on an income-contingent basis.

An Education Department spokeswoman confirmed last week that the proposal calls for 50 institutions to participate in a "demonstration program" at the start. She said additional details would be provided when the White House sends legislation to Congress as early as this week.

The size of the proposal was made public in a letter that Sen. Paul Simon, Democrat of Illinois, wrote to Education Secretary Lamar Alexander about the plan. Mr. Simon is a proponent of income-earners' loans for all people, having sponsored such a plan as part of a tax bill in March despite opposition from the White House.

Mr. Simon told the Secretary that a program for 50 institutions would be too small. "Even with the prospect of expansion after two years, it starts out too small to be able to promise a universal program anytime in this century," he wrote.

Mr. Simon ended the letter by proposing a meeting between President Bush, Budget Director Richard G. Darman, and "some of us who have been proposing this idea over the past year."

Tennessee lawmakers will soon consider legislation to award \$500 scholarships to women on welfare who volunteer to be implanted with the contraceptive device Norplant and to men on Medicaid who agree to have vasectomies.

The bill's sponsor, Rep. Steve K. McDaniel, predicted it would pass. The measure originally would have given \$500 in cash to women who agreed to have the contraceptive inserted into their arm. But House Speaker Pro Tempore Lolo M. DeBerry criticized that version as racist, sexist, and "another handout." She agreed to the plan when the House Health and Human Resources Committee amended the bill to include men and offered scholarships instead of cash.

Women and men can use the scholarship for any continuing or postsecondary education.

Although Mr. McDaniel admitted the amount of the scholarship was low, he said it could help aid recipients to begin preparing for the job market. "If the government should be involved in supporting these often untended and unwanted children, then we should provide ways to help their parents put themselves out of this unfortunate and terrible situation," he said.

In their effort to reauthorize the Higher Education Act, members of Congress have been so eager to meet their middle-income constituents' demands for more student aid that some educators think low-income students could be hurt in the process.

Still others say supporters of the reauthorization bills exaggerate the amount of new aid that will be available to middle-income families under current budget conditions.

Supporters of the legislation argue that middle-income families are having trouble paying for college and that helping them will increase political support for student aid—support that will translate into larger appropriations benefiting the poor, as well.

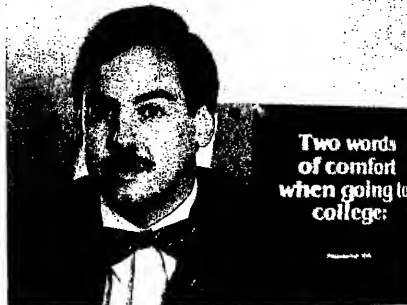
The House of Representatives' reauthorization bill promises to expand Pell Grant eligibility to families earning as much as \$49,000, from the current \$35,000. It also would provide loans to all students regardless of their income. And both the House and Senate bills would make more students eligible for all types of aid—or increase the amount they receive—by making changes in the complicated system that the government uses to decide who is needy.

A Heavy Dose of Politics

The measures are part of the classic "access vs. choice" argument that marks every debate over student-aid policy. That argument is over the question, Should the government concentrate aid on the neediest students to help them attend a college, or should it help middle-income students go to the college of their choice?

In this election year the debate has been affected by a heavy dose of politics, as both Democrats and Republicans try to portray themselves as helpers of the middle class.

Many thought Congress would avoid one major access-vs.-choice fight when higher-education associations agreed last



David S. Levy, director of financial aid at the California Institute of Technology. "My concern is that we're going to end up disenfranchising the lower-income student."

year on a formula for distributing Pell Grants, and lawmakers incorporated it in their bills.

Lower-cost public colleges and higher-cost private institutions supported the plan because it promised eligible students a basic grant plus additional funds to pay at least a quarter of their tuition. The Senate bill proposed a basic grant of \$2,310 and up to \$1,300 for tuition in 1993-94, while the House legislation proposed \$2,750 and up to \$1,750.

But two recent notions caused cracks in the compromise. Lawmakers' rejection of an "entitlement" measure that would have required full financing of Pell Grants and their opposition to using Defense Department savings for domestic programs have made it clear that Congress will not be able to afford even the \$3,600 Pell Grant.

Some private-college officials, who now expect Pell Grants to be close to the present limit of \$2,400, say they are unhappy

with the expected effects of the new formula. The officials note that the House legislation does not say how much would be applied for grants that are less than \$4,500, while the Senate bill would make the formula less sensitive to tuition for grants below \$3,600.

At the same time, the Senate bill would guarantee that no one who now receives \$2,400 would have the grant reduced by the new formula. And it would eliminate a measure that hurts many public-college students by limiting the largest grant to 10 percent of college costs. Both changes the private-college officials say, would provide a disproportionate benefit to public-college students.

Lawmakers will convene a conference committee to develop a compromise between the House and Senate bills. Negotiations of public and private colleges have been meeting in Washington to develop a new Pell Grant formula that they can all support.

"We all hope we will come up with a compromise formula that does justice to all," said Richard F. Bogue, president of the National Association of Independent Colleges and Universities. Private colleges are spending \$4.4 billion a year on student aid and need more from the federal government, he said.

Concern for Needy Students

Public-college officials, though, are reluctant to make concessions that would take funds from needy students at other colleges.

"We think that we need to take care of the access problem," said James B. Appleberry, president of the American Association of State Colleges and Universities. "That's the best thing you can do for the lowest-income students. The Pell Grant is the best thing you can do to help them get into college."



James B. Appleberry of the Association of State Colleges and Universities. "The lower that Pell Grant becomes, the less it needs to be tuition-sensitive."

Two words of comfort when going to college:

AN 'EDUCATION GOVERNOR'?

Amid Some Grumbling, Clinton Wins Praise for His Reforms of Arkansas Education

By GOLDIE BLUMENSTYK

LITTLE ROCK, ARK. Bill Clinton, the probable Democratic Presidential nominee, can lay honest claim to the title "education governor," educators here say.

Since recapturing the Arkansas Governor's office in 1983, Mr. Clinton has made education the central focus of his administration and has built a substantial record.

At his direction, the state raised teacher salaries and required teachers to pass a competency exam to keep their jobs. Arkansas instituted standards that required all public schools to offer college preparatory courses in mathematics and sciences and pushed laws to make colleges accountable for what their students learn.

Mr. Clinton has encouraged students to go to college by establishing new scholarship programs, revamping technical colleges, and sponsoring annual receptions for high-school valedictorians.

Two of the three times he tried, Governor Clinton has managed to get money for his reforms by pushing through a stubborn General Assembly.

Questions About Taxes

Despite the progress, it is uncertain whether Mr. Clinton's reforms, particularly in higher education, have made a difference. Some here say that his reluctance to challenge powerful business interests, particularly in the poultry and natural-gas industries, led him to depend too heavily on regressive sales taxes to finance these reforms.

The decline he did miss corporate taxes. In 1991, the result was a modest half-per-cent increase, tied to an overhaul of technical schools that had been sought by business and industry.

Even with the tax increases, some higher-education officials say their institutions lack the resources to pay premium salaries or acquire special equipment or materials. Governor Clinton has increased state spending on research, but Arkansas cannot afford the extensive array of research programs that have helped other Southern states, such as North Carolina and Virginia, attract high-technology industries. And supporters of the



Even with tax increases that the Governor pushed past a stubborn legislature, some college officials say their institutions lack the resources to pay premium salaries or acquire special equipment or materials.

Court Won't Reconsider Decision Making It Difficult for Public Colleges to Offer Minority Aid

By SCOTT JASCHIK

The full U.S. Court of Appeals for the Fourth Circuit has refused to consider an appeal of a decision that many educators believe would make it difficult for states or public colleges to offer scholarships that are restricted to members of certain ethnic or racial groups.

A three-judge panel of the court ruled last year in this case that past discrimination by a state did not necessarily justify offering minority scholarships. The ruling is believed to have been the first in the appellate level dealing with the issue.

Many public institutions in the 19 South and border states that at one time operated segregated higher-education systems now offer minority scholarships as part of plans to attract black students to formerly all-white institutions. Some states also offer minority scholarships.

Options for University

The case involved a scholarship program for black students at the University of Maryland at College Park. A Hispanic student there, Daniel J. Podberesky, sued the university after he enrolled in 1989,

charging that the scholarship program denied him his Constitutional rights to equal protection.

Last year, a district court ruled in the university's favor, citing Maryland's past segregation as one justification of a scholarship program reserved for black students. But the three-judge panel of the appeals court said that past discrimination alone was "not sufficient." To offer a minority scholarship program on that basis, it said, a college or university must demonstrate "some present effect of this past discrimination that the program is designed to redress."

"There seems to be a rather dramatic clash between sound educational policy in this area and what seems to be the current state of the law."

The university, which had asked the full appeals court to consider the case, now has two options: It can return to district court and try to meet the more difficult legal standard set by the appeals court to justify the program, or it can appeal the

state's public black college grumble that the Governor has not fervently championed their institution's needs.

"The core of what we have is probably very decent," says Gary D. Chamberlain, director of the Arkansas Institute for Economic Advancement. Colleges and universities have enjoyed some good years financially, he says, but, on the whole, "we're not well-funded. It's not something new for us. We never have been."

Many of Best Students Eschew State Colleges

Some public-college faculty members also question whether Mr. Clinton could have accomplished more before 1991, the year many of his higher-education programs were finally passed and financed.

"We'd been disappointed until this year," says Thomas R. McKinnon, an economics professor at the University of Arkansas at Fayetteville. State officials themselves concede that many of the state's best students eschew Arkansas public colleges. About 15 per cent of the high-school graduates pursue their higher education outside the state—just as Governor Clinton did. Mr. Clinton is a graduate of Georgetown University and studied at Oxford University as a Rhodes Scholar before receiving his law degree from Yale University Law School.

Bill Clinton was first elected Governor in 1978. He was defeated in 1980 (the term changed from two years to four in 1986), and was elected again in 1982. After assuming office in January 1983, Mr. Clinton began a decade-long crusade to improve education in the state.

Sweeping Package of School Reforms

The efforts were prompted in part by an Arkansas Supreme Court ruling that struck down the state's formula for financing its public schools. The Governor's wife, Hillary Rodham Clinton, a lawyer who, like her husband, taught briefly at the University of Arkansas law school in the mid-1970's, chaired a key committee that helped develop many of the new school rules.

The result was a sweeping package of school reforms, financed with a one-cent increase in the state sales tax.

Continued on Page A26

Supreme Court appeal, as well. But he said he was not optimistic that the Supreme Court—given its current make-up—would overturn the appeals-court ruling.

'This Rodeo Very Well for Us'

Mr. Steinbach also said the ruling, and the Fourth Circuit's refusal to reconsider it, could strengthen the hand of Education Secretary Lamar Alexander, who is preparing guidelines for colleges to follow on minority scholarships. A proposed version of those guidelines, released last year, would bar most minority scholarship programs.

Richard A. Samp, a lawyer for Mr. Podberesky, said he was delighted by the latest turn of events. He predicted that—one way or another—the university would be forced to abandon its scholarship program for black students. Mr. Samp is chief counsel to the Washington Legal Foundation, a group that has been fighting minority scholarships.

"Given that the Fourth Circuit in recent years has switched from a liberal court to a conservative court, and that that is mirrored on the Supreme Court, this bodes very well for us," he said.

A Classic Debate Rages Over Higher-Education Act

Continued From Page A22

major factor in the Pell Grant formula, many student-aid officers are uncomfortable—in the current budget climate—with efforts to add more middle-income families to the program. Every additional recipient makes it more expensive for Congress to raise the maximum Pell Grant by even as little as \$100, they say.

David S. Levy, director of financial aid at the California Institute of Technology, said lawmakers should not "open the floodgates" on the Pell Grant program. "Where's the money going to come from? My concern is that we will end up disfranchising the lower-income student."

Bush Favors Neediest

Ist Phyllis J. Williams, senior vice-president for financial affairs at Antioch University, said middle-income students deserve more grants because they do not qualify for many private scholarships that are reserved for the poor. "We're really hurting the middle-income people," she said.

The Bush Administration has said that grants should be reserved for the neediest students. It has proposed a plan to increase grants to as much as \$3,700 by tightening eligibility rules to eliminate 400,000 recipients, and by eliminating or shrinking four other old programs.

Paul G. Assen, director of financial aid at Quatuor Adolphus Col-

lege, does not endorse the Administration's plan, but he agreed that Congress should concentrate grants on those in greatest need. He pointed out, however, that Congress will not admit as many middle-income families to the Pell Grant program as those families have been led to believe.

The income ceiling rises and falls with the size of the grants, he noted, so the top income is likely to be much lower than the much-publicized \$49,000 level that would have been associated with a \$3,500 Pell Grant. "My greatest concern is the misconception the public has when they're led to believe things are going to be hunky-dory," Mr. Assen said.

He acknowledged that many middle-income students would be admitted to the Pell Grant program because of proposed changes in the "needs analysis" system that is used to determine a family's ability to pay for college.

One major proposal would remove from the eligibility formula a family's equity in its home or farm. The House has proposed excluding equity from aid calculations that every student is expected to make toward college expenses, and drop the student's contribution from 70 percent of earnings to 50 percent.

The Senate bill would lower to 50 percent the proportion of earnings that first-year students must contribute, and reduce the proportion

of income that parents must contribute.

Mark Heffron, assistant vice-president for financial aid services at the American College Testing Program, has concluded that most of the "big winners" under the proposals would be applicants whose parental income, home equity, and personal income are higher than average. He does not think winners are those who would be expected to pay at least \$1,000 less for college than they do under current law.

Writing in a recent ACT newsletter for aid officers, Mr. Heffron

"We like the idea of a universal, unsubsidized loan program, but we would first like to see increases in Stafford-loan limits."

light at budget constraints. They argue that many of the measures would expand aid eligibility for the middle class but do little for the neediest students, who already qualify for the maximum amount of aid available.

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Crucial Differences Seen in Senate and House Bills to Reauthorize NIH

By STEPHEN BORD

WASHINGTON

Controversies over research involving sexuality and fetal-tissue transplantation have dominated the debate on the reauthorization of the National Institutes of Health. But many science-policy experts believe several other important provisions in the House of Representatives and Senate versions of the bill merit attention.

The House version would:

- Make permanent an Office of Scientific Integrity in the Office of the Director of the NIH.
- Require the Secretary of Health and Human Services to develop criteria for the protection of those who report scientific misconduct who cooperate in investigation of it. It would also penalize agencies and other research organizations that retaliate against whistle blowers.
- Require the Secretary to issue regulations specifying the circumstances that constitute conflicts of interest for scientists and order the Secretary to establish criteria for preventing such conflicts.
- Set a limit of 26 percent on the indirect costs of the indirect costs of NIH-supported research.
- Make it a federal crime to leak information to halt or disrupt research using facilities.

The Senate version is silent on these issues, but it, unlike the House version, would create a matching-grants program at the NIH for the construction and maintenance of biomedical and behavioral research facilities.

While biomedical-research lobbyists for the most part favor the Senate version of the bill for what it leaves out, some critics of higher education say that the stricter provisions in the House bill on scientific misconduct, conflicts of interest, and indirect costs would insure that scientists act honestly.

In a letter to Sen. Edward M. Kennedy, the Massachusetts Democrat who chairs the Committee on Labor and Human Resources, consumer activist Ralph Nader wrote: "Legislation on the House side will give the NIH and Congress leverage to protect the public interest in maintaining objectivity and scientific integrity in the clinical testing of pharmaceuticals and other biomedical products."

Another critic, Leonard Minsky, executive director of the National Council for Universities in the Public Interest, a group that Mr. Nader helped found, says that the provision on indirect costs "This seems to be a rare instance."

He says, "in which Congress has been responsive to the public interest in university accountability."

Supporters of the Senate bill say that while issues like scientific misconduct, conflicts of interest, and indirect costs are important, these issues should not be taken up by Congress. Instead, they say, such issues should be dealt with in a collaborative effort between the agencies involved and the scientific community.

"We believe that universities should retain legitimate authority and control over these issues," says Maureen K. Byrnes, director of federal relations for biomedical policy at the Association of American Universities.

"If the government is going to get involved in this, it is preferable that it gets involved through regulations and administrative procedures because this means providing an opportunity for input and comment from the universities and it allows flexibility for dealing with complex issues—the type of flexibility you cannot get through legislation," she says.

Mr. Minsky disagrees. He says that universities and the Administration alike oppose strict regulations on misconduct because they are more interested in insuring that universities and industry collaborate to make products to help the economy than in protecting the public interest.

"What has happened is that most of the people accused of misconduct and fraud are big, entrepreneurial scientists," he says. "The Administration is opposed to making life hard for these people."

Warning About Strict Rules

Barbara C. Hansen, a professor of physiology in the School of Medicine at the University of Maryland at Baltimore, says that legislation that is too rigid and inflexible on issues such as conflicts of interest could be harmful to the nation's economic well-being.

She notes that more than 700 scientists, research administrators, and business leaders sent letters to the NIH opposing proposed regulations that would have barred NIH-supported scientists, administrators, and their families from owning stock in companies that might be influenced by the scientists' research. Secretary of Health and Human Services Louis W. Sullivan eventually killed the proposal.

Overly strict regulations, she says, "make it difficult or even impossible for academic scientists to collaborate with industry."

Mr. Hansen also says that it is



Barbara C. Hansen of the U. of Maryland: "I believe that there is a federal role in policing science, but it should only be in major cases of substantial research fraud."

important that the scientific community retain its ability to police itself.

"I believe that there is a federal role in policing science, but it should only be in major cases of substantial research fraud," she says. "I think the primary role for the initial inquiry and investigation

for both misconduct and fraud should remain with the research institutions."

On a less controversial note, David B. Moore, assistant director of governmental relations at the Association of American Medical Colleges, says he is pleased that both the House and Senate bills in-

clude provisions related to government support for building or renovating research facilities. The Senate bill sets up a grant program for building and maintaining facilities that would require applicants' proposals to undergo peer review. The House bill includes—in its indirect-cost provisions—a measure that would allow the NIH to support building new facilities if the Secretary provides certification that the new facilities would be necessary to NIH research.

Attempt to 'Micro-Manage'

Mr. Moore says his association supports the Senate version, which is less conditional than the House version.

The Department of Health and Human Services has come out against both the House and Senate bills for attempting to "micro-manage" the NIH and in many cases duplicating efforts already undertaken by the department. Department officials note, for example, that the Administration is already working on new limits on indirect costs.

Some biomedical-research lobbyists also question the duplication. Says Roger J. Bulger, the president of the Association of Academic Health Centers and a member of the Advisory Committee on Scientific Integrity of the Public Health Service: "I don't see the need for new legislation on questions of scientific integrity because we've been dealing with it in our committee."

WASHINGTON UPDATE

- Administration considers new policies on donations to colleges
- 8 Lawmakers ask Alexander to delay guidelines on minority aid
- Three newspapers sue arts endowment over closed meetings

Bush Administration officials are considering proposals to monitor tax deductions taken for donations to colleges and other charitable organizations.

Among the ideas under consideration are:

- Allowing deductions for contributions of gifts greater than \$100 only if the recipient provides a formal acknowledgment.
- Requiring colleges and other non-profit organizations to tell donors the share of contributions that is used to pay for services, such as a dinner attended by the donor. Such portions of gifts may not be deducted.

College officials said they had no objections to the proposals.

Eight members of Congress have asked Education Secretary Lamar Alexander to hold off on issuing guidelines for colleges to follow on scholarships that are restricted to members of certain ethnic or racial groups. The eight lawmakers, who

have requested a study on minority scholarships by the General Accounting Office, said that Mr. Alexander did not have enough information to announce guidelines. More study is needed on the availability of minority scholarships and the probable effects on students of eliminating the awards, they said in a letter to the Secretary.

Late last year Mr. Alexander issued a preliminary version of his guidelines. The proposed statement would bar minority scholarships in most cases. A spokesman for the Education Department said last week that Mr. Alexander was reviewing the letter and had no comment on it.

Among the eight members of Congress who wrote the letter, all Democrats, were the chairman of the Judiciary Committee in both the House and Senate and the committees in both houses with jurisdiction over education programs.

Three newspapers sued the National Endowment for the Arts in federal district court last week, demanding that all meetings of the endowment's advisory board be open to the public.

A spokesman for the Washington Post said the newspaper believed agencies other than the arts endowment violated the law, but that at this time, the suit would remain focused on the NEA.

—SCOTT JASCHIK

Group With Diversity Policy Similar to Middle States' Prepares for U.S. Review

By SCOTT JASCHIK

WASHINGTON

Round 1 of the accreditation war over "diversity standards" ended earlier this month. Round 2 begins next week.

In Round 1 the Education Department delayed the renewal of federal recognition for the Middle States Association of Colleges and Schools, citing the group's diversity standards, under which accreditation reviews included evaluations of colleges' records on recruiting minority students and faculty members.

Periodic Reviews Held

Education Secretary Lamar Alexander renewed the recognition this month only after Middle States made the controversial standards optional.

Accrediting groups come up for periodic review before the department. Next week will see the first review, since the Middle States controversy broke more than a year ago, of an accrediting organization with a similar diversity policy.

The group is the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, which accredits about 150 two-year colleges in California, Hawaii, and the Pacific Islands. It is approaching the review with no intention of changing its diversity standards.

John C. Petersen, the commission's executive director, says that since his group's standards are similar to those of Middle States,



John C. Petersen of the Western Association: "If it's part of a politically motivated agenda, there's nothing I can do about it anyway."

he will not be surprised if the Education Department tries to take some action against the organization. Mr. Petersen says department officials have already asked him to provide them with examples of how Western has used its standards in reviewing colleges.

Defending the Standards

He says that he will defend the standards to Education Department officials, and that his membership does not want to back down. As to the threat of a delayed recognition, Mr. Petersen says he will take his chances. "If it's part

of a politically motivated agenda, there's nothing I can do about it anyway," he says.

Education Department officials would not comment on what stance they will take on Western. Traditionally, members of the department staff release a report on accrediting groups, with a recommendation, at meetings of the National Advisory Committee on Accreditation and Institutional Eligibility, which reports to Secretary Alexander. The meeting on Western is to be held next week.

One key difference between

Middle States and Western is that the latter's diversity standards are not known to have caused controversies on campuses. Much of the criticism over Middle States came from the way it applied its standards at Bernard M. Baruch College of the City University of New York and of the Westminster Theological Seminary in Pennsylvania. Critics said—Middle States denied—that the accrediting group was encouraging the use of quotas at Baruch and interfering with religious freedom at Westminster.

Politically Unpalatable

Rep. William D. Ford, Democrat of Michigan and chief sponsor of the House reauthorization bill, has two reasons for supporting aid for middle-income students. Mr. Wolcott explained, "Beyond those who are desperately poor have legitimate needs, beyond those who are desperate poor have legitimate needs, beyond those who are desperate poor have legitimate needs."

Mr. Wolcott acknowledged that admitting more students into the Pell Grant program would be more expensive for the government to raise the amount of the grants. But he said the argument in favor of limiting the number of recipients so that the maximum grant can be increased more easily than not met with much success.

"We haven't done very well with this scenario in the last 12 years in terms of how rapidly the maximum has grown," he said. The maximum Pell Grant is \$3,500 and will remain level for the 1993 academic year, up from \$3,400 in 1982-83.

Mr. Appleberry of the Senate Education Committee said that while the need-adjusted system for middle-income students should be adjusted, the need-adjusted system for middle-income students should be adjusted, the need-adjusted system for middle-income students should be adjusted.

He acknowledged that the budget is tight, but said policy-makers should proceed with changes that will build support for aid at spending in the future.

Said Mr. Appleberry: "We move on those things you can't accomplish this year."

Mr. Balch says the way the Education Department handled Middle States "provides a good working precedent for Western."

Clinton Wins Praise, Some Criticism, for Education-Reform Efforts in Arkansas

Continued from Page A23

which brought it to 4 per cent. Most of the money went toward public schools, with noticeable results. In 1982, 35 per cent of all high schools didn't offer advanced mathematics, 32 per cent didn't offer chemistry, 54 per cent didn't offer physics, and 47 per cent didn't offer foreign languages. Today all high schools offer those subjects.

The Governor's supporters say these early efforts have helped higher education by better preparing students for college. "He's concentrated on the supply side," says Diane Blair, a friend of Mr. Clinton's and a professor of political science at the University of Arkansas at Fayetteville. Ms. Blair, who is now working for the Clinton campaign, says the reforms "were essential for any real improvement in higher education."

Measurable Results

Some results of those earlier reforms are now measurable. The college-going rate (which the state calculates by counting the number of high-school graduates who go on to Arkansas public and private colleges in the fall following their graduation) has increased from 38 per cent to 51 per cent since 1983.

That alone is noteworthy, says Mark D. Musick, president of the Southern Regional Education Board. "That is a major change for a state. That's the kind of change that has long-term benefits."

New York Allows Military Recruiting at SUNY, Despite Armed Forces' Refusal to Recruit Gays

By JOYE MERCER

New York State's human-rights commissioner has cleared the way for the armed forces to continue recruiting on campuses of the State University of New York, even though an executive order bans state agencies from discriminating against people because of their sexual preference. The military does not accept homosexuals.

Margaret Rosa, the commissioner, ruled that a 1984 state law giving military and corporate recruiters equal access to state campuses superseded Gov. Mario Cuomo's 1983 executive order forbidding discrimination. Her decision reversed a September ruling by her agency's Office of Lesbian and Gay Concerns that banned military recruiters from the low school at SUNY's Buffalo campus.

That decision, which was not enforced pending Ms. Rosa's review, set off a political fight in the state. Policy Repeatedly Sustained

Gay-rights advocates held the September ruling. But Governor Cuomo said it was unenforceable. SUNY appealed the decision, arguing that the system could not require the military, as a third party, to abide by the executive order. Ms. Rosa, who was appointed by Mr. Cuomo in 1990, agreed. She wrote that the military's policy barring homosexuals, "however repugnant or dubious in logic and deplorable in its results," has been repeatedly sustained in federal courts. Therefore, SUNY is not



Barry M. Maid, chairman of the English Department at the U. of Arkansas at Little Rock: "We're better off now than when I got here 11 years ago."

But along with an improved college-going rate, Arkansas has found that a high proportion of the freshmen at public colleges require remedial work. Last fall, more than 54 per cent were placed in remedial mathematics courses, 38 per cent in remedial English courses, and 34

per cent in remedial reading courses, state records show.

The percentage of students requiring remedial English and mathematics has risen slightly in recent years. State higher-education officials say the increase is due partly to the phasing-in of higher standards. In 1989 students who did not

score above 15 on the American College Testing Program exam were required to take remedial classes. Now, the ACT cut-off score is 19.

Because states assess entering students differently—or not at

all—comparing Arkansas with other states is an imperfect exercise. Mr. Musick, however, says Governor Clinton deserves credit for his approach to remedial education.

"Arkansas is one of the states that has forthrightly faced the issue of remedial education," he says. A 1987 law requires colleges to assess entering students and report back to the high schools on how their graduates fared.

"Reaping the Harvest" Diane Gilbreath, the state's director of higher education, says students who have taken the prep or preparatory courses do fine on the ACT—and, in the past few years, there has been a 20-per cent increase in the number of students who take such courses.

"We're just now beginning to reap the harvest of these courses being in place," she says.

Ms. Blair says Mr. Clinton deserves credit for the benefits that trickled down to higher education from the 1983 reforms. He also serves as a model for his popular insistence that one-gear of the new revenue from the 84 sales-tax increase be set aside for colleges and universities.

After 1983, political opponents of Mr. Clinton accused him of "vesting" money to higher education, "as if it was some kind of total flow," recalls Ms. Blair.

Yet the issue of college and university financing has been a sore point for higher-education officials here. The biennial budgets passed between 1985 and 1991 were again.

As recently as 1989 the state Board of Higher Education

where. She added that she did not believe the ruling would have an impact on similar efforts to get the Reserve Officers Training Corps from campuses.

"There are a lot of efforts going on, especially at private institutions," she said. "Had we been successful, it would have been a major victory because of the state's support. But I wouldn't call this a victory."

In addition, Arkansas is overhauling and upgrading its technical education system, thanks in large part to the half-per-cent increase in the corporate income tax that also was enacted in 1991.

Part of the state's 24 postsecondary vocational-technical schools are adding college-level courses and are expected to meet technical-college accreditation standards by 1997.

Some political activists here contend that Governor Clinton could do much more for education, without harming the well-being of most citizens, if he campaigned for major increases in the tax on natural gas, which the poultry industry has helped to keep quite low. Says the Arkansas Farm Bureau Council:

"He has got a lot of political capital, and he's used it well. He's got a lot of political capital, and he's used it well. He's got a lot of political capital, and he's used it well."

Another issue on which Mr. Clinton draws criticism is the state's treatment of its sole public black college, the University of Arkansas at Pine Bluff. "We needed some extra attention, which has not really been forthcoming under

Government & Politics

his administration," says Corliss Mays Howard, president of the institution's national alumni association. Ms. Howard says Arkansas is not living up to promises it made to the federal government in 1988, when the state was released from a federal desegregation lawsuit.

"We still don't offer professional degrees," she says, and the museum degrees that the state promised to create in the late 1980s were begun only a year ago. Also, she says, the state's assistance in providing housing for the institution's growing student body has not been adequate.

"I don't think he's done anything special, but he's been fair," says Mr. Howard.

State officials say the Governor has supported several efforts for Pine Bluff, including state financing for a new dormitory and a special annual allocation—\$638,000 this year—above the amount it would receive under the state budget formula for "program enhancements."

The Whole Record Others, taking Mr. Clinton's entire record into account, are more enthusiastic than Ms. Howard. "We're better off now than when I got here 11 years ago," says Barry

M. Maid, chairman of the English Department at the University of Arkansas at Little Rock. He says the institutions still need more faculty positions, better salaries, and better equipment. But he is able to hire faculty members at competitive salaries, Mr. Maid says, and he has enjoyed consistent, if "not outstanding," raises, while colleagues in public colleges across the country endure pay freezes, layoffs, and budget cuts.

"We still have a crying need," Mr. Maid says. But "talking to friends in New York and Massachusetts and Virginia, I'm really happy to be in Arkansas."

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Government & Politics

preved its displeasure publicly. In an Arkansas Higher Education Plan 1989-94, the board, made up mostly of Clinton appointees, declared "a crisis in higher education," and said: "We are well behind the region and the nation in almost every comparative measure of financial support for public higher education."

New taxes and other programs enacted in 1991, particularly an additional half-cent increase in the sales tax, are designed to remedy many of those ills.

A Politically Potent Group The bulk of the new sales-tax revenue is being used to raise the salaries of public-school teachers—a politically potent group that Mr. Clinton alienated with his teacher-testing program in 1983.

Higher education is getting about \$30-million from the tax. The state is also using the revenue to create several new financial-aid programs. One of those is the Arkansas Challenge Scholarship Program, designed to encourage schoolchildren to prepare for college by promising all low- and middle-income students a fee tuition at a public college if they earn good grades.

Increasing financial aid has been a high priority of Mr. Clinton's. In 1983 the state was providing about \$1.5-million for financial aid. By 1991-92, the amount had grown to more than \$8.1-million.

During the 1991 session, lawmakers also approved Mr. Clinton's College Savings Bond program, which is designed to help families save for college and so far has provided about \$72-million for new library acquisitions, scientific equipment, and major construction and maintenance projects at campuses across the state.

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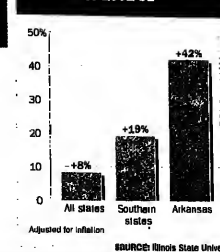
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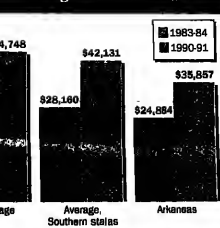
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Arkansas Higher Education in the Clinton Years

Change in State Appropriations for Higher Education, 1981-82 to 1991-92

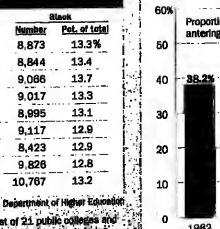


Average Faculty Salaries at Public 4-Year Colleges and Universities



SOURCE: Southern Regional Education Board

College-Going Rates



SOURCE: Arkansas Department of Higher Education



1. Arkansas State University-Jonesboro
2. Arkansas State University-Beebe
3. Arkansas Tech University-Russellville
4. East Arkansas Community College-Forrest City
5. Garland County Community College-Hot Springs
6. Henderson State University-Alexandria
7. Mississippi County Community College-Blytheville
8. North Arkansas Community College-Harrison
9. North West Arkansas Community College-Bentonville
10. Phillips County Community College-Holston
11. Rich Mountain Community College-Mena
12. Southern Arkansas University-Magnolia
13. Southern Arkansas University-Dorado
14. Southern Arkansas University Tech-Camden
15. University of Arkansas-Fayetteville
16. University of Arkansas-Little Rock
17. University of Arkansas for Medical Sciences-Little Rock
18. University of Arkansas-Monticello
19. University of Arkansas-Pine Bluff
20. University of Central Arkansas-Conway
21. Westark Community College-Fort Smith

PHILANTHROPY NOTES

- Houston trial lawyer gives U. of Texas System \$13-million
- Alumnus gives \$4-million to U. of Iowa for business school
- Brown U. hopes to raise \$450-million in capital campaign

A Houston trial lawyer who is known for winning multi-million-dollar awards in the courtroom has given \$13-million to the University of Texas System.

Joc Jammil, who earned his bachelor's and law degrees at the university's Austin campus, said the \$13-million was "just an initial gift." He said he and his wife, Lee, who also attended the university, "plan to do much more."

The donation includes \$9-million for the Austin campus, \$3-million

for the university's medical branch in Galveston, and \$1-million to create a chair that would be held by the system's chancellor.

The U.-Austin portion is among the largest gifts ever given to the campus by an individual. Mr. Jammil has served as lead counsel in more than 100 cases that resulted in a verdict or settlement of more than \$1-million.

—KATHERINE S. MANDON

A 1952 alumnus has given \$4-

million to the University of Iowa for a new business school.

The gift, from John Pappajohn, a venture capitalist, will go toward the \$34-million cost of a new building to house the school. The facility will be named for Mr. Pappajohn and will house classrooms, offices, and auditoriums. It will also be equipped with computers and video technology.

In 1990 the Iowa State Legislature voted to provide \$24-million in state bonds for the building. The University of Iowa Foundation will seek to raise the remainder. So far, the foundation has received about \$8-million in gifts and pledges.

In the past three years, Mr. Pappajohn has given a total of \$8-million to the university for various needs. He is president of Equity Dynamics Inc., of Des Moines, which invests in start-up companies in the health-care industry.

—JULIE L. NICKLIN

Brown University has opened a capital campaign to raise \$450-million.

More than half of the money will go into the university's endowment, valued today at \$300-million. Nearly one-quarter will endow faculty positions and activities, including chairs for assistant professors.

The university will also try to raise \$75-million for financial aid, \$25-million for new and renovated facilities, and \$10-million for athletics.

About \$163-million in gifts and pledges has already been raised. The drive will end in December 1995.

Thomas J. Watson, Jr., chairman emeritus of the International Business Machines Corporation, made the largest gift so far to the campaign last year, a \$25-million donation.

Although the goal is modest compared with those of other Ivy League universities, three of which are trying to raise \$1-billion or more, it is \$268-million higher than the amount raised in Brown's last campaign, which ended in 1983.

—LIZ MCILLIEN

U. of Mich. Given \$30-Million to Study Free-Market Economics

ANN ARBOR, MICH. A Detroit corporation has pledged \$30-million to the University of Michigan for a new economic institute.

It will be named for William Davidson, owner of Guardian Industries Corporation, which made the pledge. Mr. Davidson also owns the Detroit Pistons basketball team.

University's Largest Gift

The institute will seek to help countries make the transition to market economies and help businesses operate successfully under the new systems. Recent changes in Eastern Europe and the former Soviet Union have heightened the need for education about free-market practices, Mr. Davidson said in a statement.

The gift, Michigan's largest and one of the biggest ever made to a public university anywhere, will be paid over 20 years by Guardian, a glass-manufacturing company in suburban

Detroit. The donation will support several activities at the institute, including:

- Seminars for business leaders, entrepreneurs, and government officials, who will study how market economies work.
- Internships will also send students to Poland and the former Soviet republics.

- Fellowships for scholars from American universities, who will study and teach overseas. Foreign scholars will be in residence at the institute, studying economics, marketing, and corporate strategy.

- Research projects by American and foreign scholars. University officials say the institute should be operating within a year.

The donation from Guardian Industries is considered a "leadership gift" for the university's capital campaign. The five-year drive, which will be announced later this year, is expected to raise at least \$750-million.

—LIZ MCILLIEN

PRIVATE SUPPORT

BUSH FOUNDATION

5400 First National Bank Building
532 Minnesota Street
St. Paul 55102

American Indian colleges. For support of programs: \$108,211 to Turtle Mountain Community College.

Black colleges. For support of programs: \$250,000 to Claflin College; \$38,000 to Livingston College; and \$121,000 to Rust College.

Facilities. For the new library: \$300,000 challenge grant to Amherst College (Mass.).

For a new sports and fitness center: \$703,300 challenge grant to College of Saint Charles.

For a new science center: \$492,000 challenge grant to College of Saint Benedict.

For a building for programs in the social sciences: \$1-million to Stanford U.

For classroom and computer center: \$300,000 to U. of Mary.

For renovation projects: \$330,000 to U. of Colorado.

For renovation and expansion of old library: \$300,000 to West College.

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For renovation of the law school building: \$750,000 to Ohio State U.

Notes Book

Members of black fraternities and sororities don't like the anti-hazing rules that their national organizations have adopted, and some of the local chapters continue to subject their pledges to rituals and physical tests during pledging.

Those are the findings of a study conducted by a Kansas State University doctoral student who wanted to know how the anti-hazing rules had influenced fraternities and sororities.

The eight national black fraternities and sororities outlawed the practice of hazing last year because of lawsuits from students who had been injured during the pledge process. Instead of pledging, the National Pan-Hellenic Council substituted two- to four-week programs in which students learn about the history and ideals of the organizations.

But Tiny Williams, co-advisor to Kansas State's Pan-Hellenic Council and the student who conducted the study, said undergraduates were reluctant to give up pledging.

"Many students don't understand the new process," he said. "Others like the pledging underground, or they pledge out in the open and dare anyone to do anything about it."

For his study, Mr. Williams sent surveys to members of black fraternities and sororities at 25 colleges and universities. He Williams, who is creating a Center for the Study of Pan-Hellenic Issues, said that if the national fraternities and sororities want their membership programs to work, they must hire more staff members to monitor the campus chapters and work more closely with colleges and universities to make sure abuses do not occur.

Students at the University of Massachusetts at Amherst will no longer be able to use a financial loophole that let them take their dues for less than the going rate.

About 400 students had dropped out of the regular undergraduate program and registered as part of the university's continuing education division because those courses cost much less. For instance, a graduate student taking a full-load of classes pays \$2,451 per year, while a part-time student pays \$5,365. A continuing-education student pays \$3,333.

The practice wasn't fair to other students who had to pay the full rate," said Norman D. Aiken, associate vice-chancellor for academic affairs. In addition, Mr. Aiken said, continuing-education fees do not support such services as academic advising.

University officials said they realized that some people were exploiting the continuing-education division because they could not afford to take a full-load of classes. Mr. Aiken said the university had not set up an appeals process to provide financial aid to students who may be hurt by the decision.

College and university administrators in other states also are trying to devise policies that will help them decide which students

Students



Rick Waters, assistant admissions director at U. of Colorado at Boulder: "I think the economy is really impacting this situation. Parents are looking at every avenue for financial assistance."

Claims of American-Indian Heritage Become Issue for Colleges Seeking to Diversify Enrollments

By MARY CRYSTAL CAGE

College and university officials seeking to diversify their enrollments are unsure how to define "American Indian" and whether they should ask for proof from applicants who claim that heritage.

The issue was spotlighted this month in *The Detroit News*, which found that many Michigan institutions simply allowed students to declare their ethnicity or race, without checking to see if the declarations were true.

The newspaper also found that some students who had previously described themselves as white now said they were American Indian. As a result, the newly declared American-Indian students were receiving financial aid and other benefits at the University of Michigan that normally were reserved for disadvantaged and minority students. Those benefits included a full-tuition waiver under a program for state residents who are at least one-fourth American Indian.

This year, 189 of the university's 36,228 students are classified as American Indians, an increase of 40 students since 1989.

Looking at Every Avenue

College and university administrators in other states also are trying to devise policies that will help them decide which stu-



Richard H. Shaw, U. of Michigan's director of admissions: "We're trying to attract students who will benefit from the experience at the university."

dents are American Indian, and thus qualified for aid, and which are not.

Said Rick Waters, assistant director of admissions at the University of Colorado at Boulder: "I think the economy is really

impacting this situation. Parents are looking at every avenue for financial assistance. You get a number of students who hear from high-school counselors that if you're an American Indian you can get a lot of scholarship money."

\$29.3-Million in Aid

The federal government, many states, and most tribes provide financial assistance to American-Indian students through a variety of programs. According to the National Indian Education Association, \$29.3-million in undergraduate aid was available through the U.S. Bureau of Indian Affairs for the 1991-92 academic year. In addition, both the bureau and the U.S. Department of Education provide money for American-Indian students enrolled in graduate programs.

Some states also set reduced tuition rates for American-Indian students. A few, such as Michigan, waive tuition.

Some higher-education officials said that white students who identified themselves as Indians might have just misinterpreted the question. When completing admissions applications, some students could have checked the box next to "Native American" because they were born in the United States and therefore considered

Continued on Following Page

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NCAA Director Is Cleared in Probe of Loans to U. of Virginia Athletes

Continued From Preceding Page to continue to be strong. We need him."

Added the president of Wake Forest University, Thomas K. Heurn, Jr., a member of the NCAA's presidents' commission: "One's level of supervision and oversight always leaves room for questions you might have asked, or things you didn't do, or stones you did leave unturned but should not have. Dick Schultz has made an enormous difference in our move towards integrity in intercollegiate athletics, and I believe that integrity flows from him."

Some observers, however, suggested that the controversy of Virginia could besmirch Mr. Schultz and the NCAA.

Call for Outside Investigation

Critics of the association's enforcement policies speculated that the NCAA's credibility as the policeman of college sports could be undercut by the fact that the violations had taken place under the nose of its current chief.

Others said the results of the Virginia investigation showed the futility of the NCAA's intensifying emphasis on "institutional control," in which each college is to be held ultimately responsible for the conduct of its sports program.

The Virginia controversy, these

people asserted, almost sorrowfully suggests that no college or individual—not even someone with Mr. Schultz's credentials—can keep a major athletics program in line, given the financial and public relations incentives that drive big-time sports. Besides Mr. Schultz, for whom institutional control is a guiding principle, the chairman of the NCAA's infractions committee, D. Alan Williams, is a Virginian; a history professor who is the university's faculty representative.

"Here's a school that's pretty small and an AD who's very knowledgeable, very smart, and the corruption is so institutionalized, even he didn't know about it," said Murray Sperber, associate professor of English and American Studies at Indiana University and author of *College Sports Inc.*, a critique of big-time sports. "What hope is there for situations where the school is larger and the AD is passive and dumb? That makes people like me pretty pessimistic about institutional reform."

To Rep. Tom McMillen, a Maryland Democrat who has crusaded against the influence of big money in college sports, Mr. Schultz's problems were symbolic. "It's almost comical," he said, "to think you can control the way people behave, given the incentives. People will do anything they can to get at-

letes, and even the executive director is not above the fallout."

Virginia's investigation found that from 1980 to 1990, the student-aid foundation had made 75 loans to 41 athletes and graduate assistant coaches, for a total of \$37,582. The VSAP made three additional loans, worth over \$9,500, to students who were not athletes.

Seemed to Violate Rules

At least some of the loans to athletes and some of the loans to graduate assistants seemed to violate NCAA rules, the report suggested. The university's inquiry also uncovered other possible breaches, including possible violations of the NCAA's financial-aid rules, the report of the investigation said.

The university said last week that Jim West, an associate athletics director who it said had approved some of the loans, had been reassigned out of the athletics department and would resign in October. Virginia also said it had fired two former directors of the student-aid foundation, one of whom, Ted Davenport, was reportedly planning to sue the university.

Although findings of violations would be news of any institution like Virginia, which has never been charged with an NCAA violation, interest in this case is amplified by the involvement of Mr. Schultz.

Since allegations about the loans to Virginia athletes first came out last May, he has repeatedly denied having any knowledge of them.

He told Virginia's investigators the same thing. But one former director of the student-aid group, an associate athletics director, and a former consultant to Mr. Schultz told the investigators that the NCAA director had known about the loans. When Mr. Schultz learned about the loans, these officials said, he ordered them stopped. But the loans continued after he left.

Virginia's report does not try to mediate that dispute. Instead, its statement on Mr. Schultz's role concludes: "There were surely times during which, had he asked a few more questions or focused a bit more on the manner in which the VSAP was being run, he could have uncovered the loans by more aggressive management. That he should have done so seems apparent in retrospect. But this in no event suggests that Mr. Schultz engaged in or was a party to intentional or willful misconduct."

The Virginia report capped a

rough month for the NCAA. First it got mired in a story this month in *U.S. News and World Report*, which criticized the NCAA's investigative practices and its blunted structure. A few days later, at a hearing before a House subcommittee, advances for women's sports and members of the subcommittee grilled Mr. Schultz and accused the association of short-

changing women's sports. Then the panel's members, Representative McMillen, published a 10-page report this month attacking the NCAA's investigation of the book—and the association.

With the additional findings, week's news from Virginia, the secretary's report and the House report, the NCAA's future is uncertain.

ATHLETICS NOTES

■ NAIA approves limits on sports scholarships

■ Faculty report is tough on Rice U. sports

The National Association of Intercollegiate Athletics has limited, for the first time, the number of scholarships its colleges may give to intercollegiate athletes. The recommendation of the association's national coordinating committee—made up of athletics directors, faculty athletics representatives, and other sports officials—the NAIA's council of presidents approved the limits this month. NAIA members had voted to adopt scholarship limits, in principle, at their 1990 convention.

Unlike similar scholarship restrictions in the National Collegiate Athletic Association, which were established to cut costs, the NAIA limits are designed mainly to set differences between the association's two divisions. Only a handful of NAIA colleges exceed the scholarship limits set this month.

The NAIA has two divisions in just three sports: football, basketball, and baseball. Under the limits on scholarships, which will take effect sometime after the 1993-94 academic year, Division I football teams will offer up to 33 scholarships, and Division II sports as many as 12. In basketball, Division I colleges will have up to 12 scholarships and Division II colleges will provide 3.

NAIA officials said the process used to adopt the limits—sports officials proposed changes and the presidents approved them—showed that the group's new structure was working well.

Last year the association's members voted to make the council of presidents the NAIA's primary governing group.

"The presidents are not trying to run the competition or overmanage it at all," said Edward F. Stevens, president of George Fox College and chair of the presidents' council. "Our charge, with the help of athletics administrators and other members, is to set the policies that will ultimately create the

long-term health of the organization." —DOUGLAS LEWIS

As many as half of Rice University's athletes "are more of a chance of success," Rice classrooms than non-athletes if plopped into the [Texas] A&M [University] line with a football helmet," says a new report.

The report, accepted by the university's Faculty Council Committee on Athletics, was a response to a February report by a wide panel that examined the intercollegiate athletics program. The faculty report is preliminary and does not, which plans to issue a full report with recommendations.

Rice's Board of Trustees surveys other faculty members. The report of the faculty committee was created by Rice's sports program for its integrity, its costs, and its high academic standards and graduation rates. The report also said the sports program had operated differently in the red and had had Rice's academic standards.

The new report is much more on Rice sports. While it says coaches and other sports officials are doing a "commendable job" of high academic performance.

The report questions the high academic performance of admitting athletes who are expected to do much more go through the motions of learning. Rice's comparatively high graduation rate, saying athletes steered away from courses they risk failure.

Last month, Rice's trustees approved the sports program's continued membership in Division I-A. —DEBRA L. BROWN

Dispatch Case

The new head of South Korea's largest radical student association has called for yet another campaign of protest against the government.

The Jeon-ju, a student at Seoul National University, was elected to head the organization, whose name is Chondachyong, at a new meeting and rally at Iona University in the city of Incheon.

More than 3,000 students attended the event, which was held outdoors by helmeted riot police. The students wore masks and carried steel pipes as weapons. The police kept their distance, and there was no confrontation between the sides.

At a press conference, Mr. The Jeon-ju, a student at Seoul National University, said he would begin an anti-government campaign to push for a democratic constitution and for unification with North Korea.

One year ago, thousands of students staged violent protests in Seoul against daily during April and May.

The United States in among 22 Pacific Rim and Asian countries involved in a plan to improve links among their higher-education institutions and increase student mobility. The program is called the University Mobility in Asia and the Pacific (UMAP) and is known by the acronym UMAP.

The countries in the project include Australia, Canada, Philippines, Russia, Thailand, United States, and various Pacific nations, including Fiji and New Guinea.

Four of the countries will take part next year in a pilot program to increase exchanges of university faculty members and students.

The idea of a pilot program was approved by the 22 UMAP countries at a meeting in Seoul, South Korea, this month. The Seoul meeting was held in conjunction with a wider conference on cooperation among higher education institutions in the region.

A committee was set up last year to make recommendations on how the UMAP project should operate. The committee's chair, the executive secretary of the Australian Vice-Chancellors' Committee, chaired a December meeting in Bangkok.

When the basic structure of the program was approved, he said the plan for exchanges was based on the exchange program in Europe, which was also established ease among universities in many countries.

The aim of UMAP is to encourage up to 10 per cent of all university students in European Community member countries to study part of their studies at a university in a different country.

Meanwhile, an estimated 1.2 million university students are now studying outside their home countries.

International

Consortium of 45 American Colleges Signs Accords on Exchanges With 4 Former Soviet Republics

After turbulent semester, new agreements reached with Belarus, Kazakhstan, Russia, and Ukraine

By JUSTIN BURKE

When Teresa Cunningham decided last year to spend two semesters studying in the Soviet Union under an American College Consortium exchange program, she thought she had found an ideal way to pursue her interest in Central Asian culture.

But when Ms. Cunningham, a Kenyon College junior, arrived last fall to begin her studies in Alma-Ata, capital of the Central Asian republic of Kazakhstan, she quickly found herself caught up in the chaos surrounding the collapse of the Soviet Union. Connections in what had been a centralized education system were soon abruptly cut, throwing everything into disarray.

In time, however, she managed to hook up with the right professors, and now her studies are going well. "I was thrown inside the system, and I had to scratch and fight on my own," she said. "But I found out a lot about myself."

'It's Been a Difficult Year'

Ms. Cunningham's experience in part reflects the problems the American College Consortium has had to overcome in the current academic year, in which the country (and was its partner in student exchanges) seemed to be a political entity.

The consortium, a group of 45 colleges and universities, has conducted exchanges in the former Soviet republics since 1988.



American College Consortium's President Olin Robinson (left) and Kazakhstan's Minister of Education, Shalabat Shayakhmetov, sign student-exchange accord.

with the agreements coming up for renewal every year. Once the original accord was struck, renewing it was not that much of a problem during the Soviet era. But this year, given the political and economic dis-

army, the process at times has been traumatic. "It's been a difficult year," said Olin Robinson, a former president of Middlebury. Continued on Following Page

For Soviet Academic Emigrés, Finding Jobs in Israel Isn't Easy



Kamila Holmow, a former faculty member at Moscow Medical School, is unemployed in Israel. "I realize that, being a newcomer, I have to start small"

Continued From Page A1 understand that the move to a new country requires a lot of concessions.

Kamila Holmow, until recently a faculty member at Moscow Medical School, has been making the rounds of Jerusalem's medical laboratories. Her résumé is impressive. It boasts 44 publications in medical journals, a growing field here. But at age 59, time is against her. It is hard not to be working, she says, but she has resigned herself to unemployment for the time being.

'We Have to Live Modestly'

Dr. Holmow pins her job hopes on her husband, Mark Schick, a physiologist who has published papers in journals in the United States, Japan, and Switzerland, and collaborated on research with colleagues in many countries. He remained in Russia to tend to his sick parents, but will come to Israel soon. Dr. Holmow says her husband speaks English well and has been studying Hebrew.

"Friends here already are trying to arrange work for him," she says. "If he finds work, maybe he will be able to give me some help, too."

"We have to live modestly," says Dr. Holmow, who shares a two-bedroom apartment with her daughter and son-in-law and their two small children. "But I

Continued on Following Page

DIET, NUTRITION AND CANCER

(with emphasis on the ethnic minorities)

Proceedings of IV Annual Nutrition Workshop held at Meharry Medical College, Nashville, TN October 24-26, 1990, pp. 227.

Contents include

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- Anticarcinogens in the Diet
- Lee W. Wattenberg, University of Minnesota
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10 Elizabeth Street Paddington Sydney NSW 2021 AUSTRALIA

U. of Iowa Athletics Board Vows to Attain Equity for Its Female Athletes in 5 Years

Continued From Preceding Page of management. "And we think 10 years is an overly long time to wait."

Iowa officials said they believed the university had now moved to the forefront of the gender-equity movement in college athletics, and hoped its action would persuade other colleges to follow suit. A *Chronicle* survey this month showed that few colleges now provide athletic opportunities in pro-

portion to their male counterparts, and of those that do, many have been prodded by federal bias complaints. "It was critical to me, personally, and for this board, I think, to take a lead on the gender-equity issue," said Doug Trank, a member of the board. "I don't want to see us go into complacency. I think we have a goal that most believe is attainable right on target."

For Soviet Academic Emigrés, Life in Israel Means Looking for Work

Continued From Preceding Page
realize that, being a newcomer, I have to start small. I've gotten used to restricting myself."

Not everyone is so serene. Maria Moldavsky, 41 months in Israel, calls her prospects "hopeless."
"The situation in the Soviet Union is so horrible that I can't say that I'm sorry I came, but the situation here is horrible, too," she declares. "When I write to my friends in Russia, I tell them not to come."

Ms. Moldavsky, who is in her 30's, taught English to Ph.D. can-

"The situation in the Soviet Union is so horrible that I can't say that I'm sorry I came, but the situation here is horrible, too."

didates at the Radio Engineering College of Moscow. She now works, when there is work, as a Russian-English interpreter and translator. Her average monthly income is about \$150. Her husband, a musician, is unemployed. They live with their son, a second grader, in a tiny apartment in one of Jerusalem's outlying and least desirable neighborhoods.

Useless Languages

She also cites her lack of fluency in Hebrew as the main barrier to finding work. "The two languages I know, English and Russian, are largely useless here," she says.

Her former profession, teaching

English, is not open to her in Israel. "With so many Americans and other native English-speaking immigrants around, I can't go back to teaching English on the university level," she says. "Also, teacher methods and academic standards are very low in the Soviet Union, much lower than they are here."

Most former Soviet academics who come here seek out the help of the Zionist Forum, an organization of immigrants from the former Soviet Union headed by the activist Natan (Anatoly) Schwartz. The group helps newcomers draft their résumés and translate them into Hebrew, and it advises them on how and where to look for work in their fields.

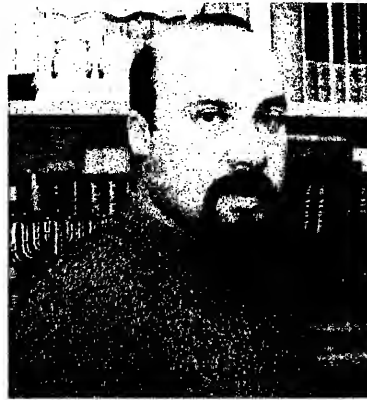
"Giving advice is easy, but it doesn't help much," admits David Bykovsky, formerly a plasma physicist at the All-Union Science Institute in St. Petersburg and now a member of the Zionist Forum staff. His job is to help scientists find jobs.

'Cut Off From Contact'

Immigrant researchers, he says, face a scientific culture in Israel that is different from what they knew in the former Soviet Union.

"There, scientists worked as part of a large collective," says Mr. Bykovsky. "Here, scientists generally work more independently, whether in the universities or in industry. An immigrant scientist lucky enough to find work often finds himself cut off from contact with other scientists."

He says he urges immigrant scientists to come up with a research proposal that will interest an Israeli company. Mr. Bykovsky says that,



Gedon Zaguskis, a professor in Azerbaijan, is a job seeker in Israel. "I decided I didn't belong there, that I had to go to a Jewish country."

using this approach, he has helped more than a dozen scientists find work in the past three months alone.

In some cases, companies have offered the scientists research facilities but no salary, but even then, he points out, is a step forward, both professionally and psychologically.

Mr. Bykovsky has been a strong supporter of government and private programs to set up "brain trusts" of 20 or so scientists who work on independent projects and

perform contract research for foreign companies.

"It pays for foreign companies to do their own research," he says. "The cost is lower, and there is a large pool of trained scientists."

While the immigrants face serious hurdles in finding work, Mr. Bykovsky remains optimistic about their long-term prospects. "If a scientist really wants to find work in his field, he'll find it, eventually," he says.

The main problem, again, is language. He's working hard at Hebrew, but his English is better, something for which his old employer, a teacher of English, is

Pears That the Jobs Are Gone
The actual statistics are equivocal. More than a third of the researchers and university faculty members who have arrived in Israel from the former Soviet Union over the past two and a half years have found jobs in their fields. Yet 2,800 are still looking for work, and that number increases each month as more immigrants arrive.

Shmuel Adler, director of the Center for Absorption in Science of the Ministry of Absorption, which is among the agencies responsible for resettling immigrants, worries that all available positions have been filled and that

English there.

"But I don't complain," Mr. Zaguskis. "The only thing I do is to keep looking for work to learn the language. We want to have to make our own way."

Israel to Allow West Bank's Bir Zeit University to Reopen

JERUSALEM
After being closed under military orders for more than four years, Bir Zeit University on the Israeli-occupied West Bank will be allowed to reopen, perhaps by the end of this month.

The Ministry of Defense in Israel said last week that it would allow a "gradual reopening" of the institution, which has been shut down since January 8, 1988.

Bir Zeit, along with the five other universities and 17 two-year colleges in the West Bank and Gaza Strip, was closed by the Israeli Ministry of Defense soon after Palestinian militants occupied the territories began their uprising against Israeli rule in December 1987. All of the institutions had been allowed to reopen over the past two years with the exception of Bir Zeit, which is

of the university and will be allowed to reopen in stages, provided it did not pose a focal point for violence.

The university's reopening and science are expected to be the first to reopen. The university's faculty of 13 of the 46 members of the Palestinian delegation to Israeli negotiations talks on the Middle East, the university's spokeswoman for the day, Hanan Ashrawi, teaches English literature at Bir Zeit.

Ms. Ashrawi told an Associated Press reporter that the university's reopening was overdue. "It was unfair and unjust to close the university as a form of collective punishment," she said.

In a statement to Israeli army radio, Defense Minister Moshe Arens said he had met with officials

future academic immigration, face an even worse job market. The Ministry of Absorption, which has as many as half a million immigrants over the past years, 1 to 2 per cent of whom are researchers or scientists in natural sciences, social sciences and humanities.

Salary Shortfalls Will Hamper

The bottleneck may be how much when salary subsidies, provided by the Ministry of Absorption for the first two or three years of employment run out. The majority of those who have worked at the universities and researchers in industry or in private institutes have all or part of their salaries paid by the state. While the ministry hopes they will gain permanent employment, it could be laid off once their subsidies have to be paid by their employers.

Gedon Zaguskis is an electrical engineer. Six months ago he was a professor of electrical technology at High Military Naval College in Baku, Azerbaijan. "I really didn't want to leave, even though my family emigrated to the U.S.," he says. "Then I saw the Israeli newspapers start talking about it. I began to ask why, and who I am, I'm not an Azerbaijani, I'm not a Russian. I didn't belong there, that I had to go in a Jewish country."

Mr. Zaguskis, who is 30, would prefer work in industry to return to teaching. "I'm not something of an inventor," he says. "I've invented about 100 things in my field and always had to work in industry, but in Soviet Union a teacher was more valued."

Gerhard Casper gave this explanation for his selection as Stanford University's next president: "The real reason was chosen is that after eight presidents' doing a poor job of pronouncing the Stanford motto, the Board of Trustees wanted finally somebody who could cope with it." The native of Hamburg, Germany was referring to the inscription on the university president's seal: "Die Luft der Freiheit weht."

Mr. Campbell, who is 40, is a director of the Hoover Institution on War, Revolution, and Peace at Stanford, was marked by frequent conflict, his been taken of the guest list for official social functions at the institution by his successor, John Ransdell. The action followed complaints by Serge Trifkovic, a visiting scholar, who said Mr. Campbell had made "outrageously insulting" remarks about Serbians. Mr. Trifkovic told *The San Francisco Chronicle* that he had tapes of Mr. Campbell saying, "It was too bad the Croats killed Jews, but they should have exterminated the Serbs as they would not have anything to do with them today."

Mr. Campbell denied making the remarks and said, "What do I care if I'm not invited to dinners at Hoover? Gorbachev and other political has-beens?"

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APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Even before an official search committee was named, Emory was flying in North Carolina next year, wants to succeed R. Keith H. Brodie, president of Duke University, whose resignation is effective in June 1993. (After a sabbatical, Mr. Brodie will return to the university as James B. Duke Professor of Psychiatry and Law.)
Mr. Martin, who was a professor of chemistry at Davidson College before being elected to Congress in 1972, this month accepted the position of chairman of the research and development board that directs the James G. Cannon Research Center at the Carolina Medical Center.

A spokeswoman for Mr. Martin said he "is a Ph.D. in chemistry and is interested in getting back into an education-related profession—something this position offers. And certainly the Duke presidency would, too."

Gerhard Casper gave this explanation for his selection as Stanford University's next president:

"The real reason was chosen is that after eight presidents' doing a poor job of pronouncing the Stanford motto, the Board of Trustees wanted finally somebody who could cope with it." The native of Hamburg, Germany was referring to the inscription on the university president's seal: "Die Luft der Freiheit weht."

Mr. Campbell, who is 40, is a director of the Hoover Institution on War, Revolution, and Peace at Stanford, was marked by frequent conflict, his been taken of the guest list for official social functions at the institution by his successor, John Ransdell. The action followed complaints by Serge Trifkovic, a visiting scholar, who said Mr. Campbell had made "outrageously insulting" remarks about Serbians. Mr. Trifkovic told *The San Francisco Chronicle* that he had tapes of Mr. Campbell saying, "It was too bad the Croats killed Jews, but they should have exterminated the Serbs as they would not have anything to do with them today."

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Last year Janet D. Greenwood resigned as president of the University of Bridgeport after the trustees rejected an initial offer from a group sponsored by the Rev. Sun Sun Myung Moon's Unification Church. This month the trustees agreed to become affiliated with the group—the Professors World Peace Academy (*The Chronicle*, April 22). Ms. Greenwood, who was one of three finalists for the presidency of Youngstown State University before Leslie H. Cochran was named to that post in March, has been named one of four finalists for the presidency of Rochester Institute of Technology.

Honorary the University of Idaho and Idaho State University will hold their commencements on different days. A mother complained to Governor Cecil D. Andrus that she could see her two children graduate this year, since both institutions' ceremonies are on May 16.

As part of many Earth Day celebrations last week, a letter from Chief Seattle to President Franklin Pierce was read. However, much of the text credited to the chief, who died in 1866, is the work of Ted Perry, now a member of the faculty of theater arts at Middlebury College, on pollution.

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APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



Gerard N. Burrow
Yale University



Charles R. Nash
University of Alabama



Carole Whitcomb
Foundation for Independent Higher Education



■ **New college and university chief executives:** Emory and Henry College, Thomas R. Morris; Gonson University, Msgr. David A. Rubino; Indiana State University, John W. Moore.

■ **Other new chief executives:** Association for Supervision and Curriculum Development, Gene R. Carter; Colonial Williamsburg Foundation, Robert C. Wilburn; Foundation of Independent Higher Education, Carole Whitcomb; Southeastern Universities Research Association, Dennis W. Barnes.

Appointments, Resignations

Ahmed T. Abdelal, acting associate dean of the College of Arts and Sciences at Occidental State U., to dean of the college.
David W. Crawford, dean of the college of letters and sciences at U. of Wisconsin at Madison, to vice-chancellor for academic affairs at U. of California at Santa Barbara.
Dr. D. D. Davis, president and chief executive officer of Socratic Corporation Limited, a subsidiary of Manned U. of Medicine, to president and chief executive officer of U. of Victoria Innovation and Development Corporation, effective July 1.

Samuel M. Davis, acting dean of the college of education at Oregon State U., to dean.
Bunell Shaban, minister of pastoral care and counseling at Roswell (Ga.) United Methodist Church, to professor of pastoral counseling at Ashby Theological Seminary.
Michael J. Haddad, professor of philosophy at the University of Oregon, to director of the Jewish Institute at Boston College, effective in September.

Lawrence Haddad, professor of English and American literature at Harvard U., to director of undergraduate education in the college of arts and sciences.
Mara Haddad, assistant vice-president for student services at Tennessee Technological U., to vice-president.

Carole R. Dunnington, manager of communications and public relations at New York Public Library, to associate vice-president for college relations and associate professor of English at Carleton College (Wisc.).

James W. England, provost at Swarthmore College, to provost at Temple U.

James E. Foster, dean of the college of arts, sciences, and letters at U. of Michigan at Dearborn, to vice-president for student affairs at Saint Mary's College (Ind.).

William P. Glass, director of special services at U. of Virginia, to director of university relations at U. of Tennessee.
Preside F. Gilmore, chair of natural resources and sciences at U. of North Carolina at Charlotte, to director of foundation relations at Swarthmore College.
Barbara Gilmore, associate provost at State U. of New York College at Oswego, to provost and professor of English at Drake U.

Barry A. Grimaldi, vice-president for institutional advancement at College of West Virginia, to dean of the school of nursing and health and human services.

Paul H. Hamilton, former dean of institutional advancement at College of West Virginia, to dean of the school of nursing and health and human services.

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